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ABSTRACT

This state report card monitors Oregon school district trends and measures student progress toward achieving goals of the Oregon Educational Act for the 21st Century. The highlights section outlines the major activities of the 1991-92 school year and discusses their implications. It also contains an overview of school and district numbers, a summary of reform activities, and a discussion of school finance. The six following topics, which are also covered in detail in individual sections, are summarized: school finance; staff characteristics and salaries; student demographics; student achievement; student access to programs and services; and state progress toward national goals. Chapter 1 provides a background of state legislation and educational policy formation. The second chapter outlines the Oregon school plan. Chapters 3-8 present information on the six above topics. Numerous tables and figures and a list of Oregon Department of Education contacts are included. (LMI)

OREGON REPORT CARD

An Annual Report on Public Education to the Citizens of Oregon

Fall 1992

21st CENTURY SCHOOLS Oregon

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

FOREWORD

Last year Oregon made a partnership with tomorrow, as worthy a compact as any state ever made for its children. The Legislative Assembly, led by Representative Vera Katz welded bipartisan legislation for the Oregon Educational Act for the 21st Century, and Oregon has now written into law the most far reaching restructuring of a public school system to occur during this century.

Oregon's efforts have become a model for the nation, an investment in social and economic progress so forward looking that others are now emulating us.

In conjunction with the Legislature's actions the State Board of Education and I have set our priorities. They are designed to:

- lead the state's efforts in early childhood education;
- prepare a quality workforce for the year 2000;
- reduce unnecessary burdens on classrooms, schools and districts;
- establish the Department of Education as a research, development and dissemination service;
- and provide that service with absolute accountability.

And, of course, the main purpose of those priorities is to enrich the lives of all our children and thereby our own.

The cornerstone of the reform effort is early childhood development. That has been my personal priority for a long time, and members of the State Board have made it their number one priority. We are grateful to the legislators for making it one of their highest priorities. They made a major commitment to come to grips with the most fundamental problem facing our education system; we have had too many children coming into the first grade who are not ready for the formal learning process.

I want to stress that our vision of the full implementation of this legislation is that every child will become proficient in all the basic disciplines. We will expect our students to leave the educational system well-grounded in math, science, language, social studies, and the arts. We will expect our children to graduate from our school system healthy and fit, practicing the concepts of wellness and safety in every aspect of their lives. The capstone of the reform effort is professional and technical education. Accordingly, we will expect our students to acquire the technical skills that will allow them to compete for jobs with young men and women anywhere. That is our vision.

The business community is helping us. They share our vision. It is in their enlightened self-interest to do so. They know that Oregon cannot build and maintain a healthy economy without strong schools. We are asking our business leaders to envision the workplace as an extension of the classroom. Work is but another part of the lifelong education system we are building in Oregon.

Foreword

During this past year we have established a partnership with higher education that we never had before. We have a new collaboration with the Department of Human Resources that we never had before. We have been working to coordinate every effort in this state—from preschool through primary, middle and secondary schools—from community colleges and universities to the homes and workplaces and social institutions of our communities.

We have been reaching out to museums, libraries, historical societies, and public broadcasting in an effort to blend their excellent educational efforts with ours. The integration of all these vital resources is central to our reform purposes and will allow us to use existing resources more efficiently.

House Bill 3565 should be viewed as a blueprint for building the educational system of the future. Program building blocks will be put in place and funded in two year increments over a ten year period. The Oregon Legislature has made a real commitment to constructing a superior education system. We will ask them to renew that commitment next January.

In addition to asking for adequate funding for our schools, we will make two special requests of the next session of the Legislature.

First, we must keep our commitment to early childhood education. It is essential that this cornerstone be cemented as the foundation upon which the reform structure is built.

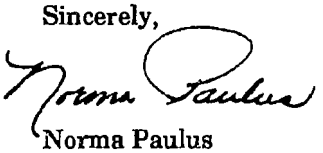
Funding for staff development will be the second request. Integrating curriculum, integrating science and math and other disciplines, requires a new way of thinking. Using applied academics, connecting learning to know with learning to do, is a whole new way of teaching. We must train our teachers to use this approach.

We're very excited about this new venture. Though Ballot Measure Five has given us many sleepless nights and added to our anxiety level, it has also forced us to look at the system and find new ways for doing things—and that is paying off. We are thinking frugally, working smarter, eliminating duplication and developing every possible avenue for doing more with less. At the same time, we are effecting change for the future.

What follows is the first Oregon Report Card from the Superintendent of Public Instruction. It provides information about Oregon's schools and school districts. It spells out Oregon's school reform plan. It has sections on school finance, staff characteristics, student demographics, student achievements, student access to services and programs, exemplary programs and Oregon's progress toward reaching the national educational goals.

This Oregon Report Card reflects the almost herculean efforts of the Department of Education staff to meet the mandates for change of the Oregon Educational Act for the 21st Century. It is our report to you, and we invite your response.

Sincerely,



Norma Paulus
Superintendent of Public Instruction

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HIGHLIGHTS

BACKGROUND

The Oregon Educational Act for the 21st Century (HB 3565) requires the Superintendent of Public Instruction to issue an Oregon Report Card by September 30th each year beginning this year. The statutory purpose of the Report Card is to monitor trends among school districts and measure the progress of the state toward achieving the goals stated in the Act. The Act further requires that the report be designed to

Oregon's Report Card must cite trends and measure progress.

- Allow educators to determine the success of their own school programs;
- Allow educators to sustain support for reforms demonstrated to be successful;
- Recognize schools for their progress and achievements; and
- Facilitate the use of educational resources and innovations in the most effective manner.

Because this is the first report on efforts to implement the reforms, much of the Report Card describes what the Department of Education has been doing to establish the criteria and processes educators can use to determine their successes and sustain their reform efforts. In many areas this Report Card will serve as the baseline document against which educators measure their future progress. The data in the Report Card cover

- School finance
- Staff characteristics and salaries
- Student demographics
- Student achievement
- Student access to programs and services (and exemplary programs)
- Oregon's progress toward national goals

Two themes emerge: school reform and school finance

This section of the Report Card highlights major activities of the past year and discusses their implications, as well as the trends that seem to be developing. Two themes reappear throughout the Report Card—school reform and school finance. Inextricably bound, reform lies partner to finance, strange but necessary political bedfellows. Though many reforms must wait upon the state's resolution of its financial crisis, many others can be effected by redirecting current moneys and activities. Most of the information in this report is based on 1990-91 facts, the only school year for which all the data have so far been analyzed. This summary opens with an overview of school and district numbers, a summary of reform activities and a discussion of school finance. Those discussions are followed by summaries of the six topics listed above this paragraph.

Oregon's Schools and Districts

Oregon had 297 school districts in 1991-92, but the number will drop to below 180 by 1996-97, because the 1991 Legislature directed districts which do not offer K-12 programs to unify. Most of these districts are "feeder" elementary districts which will join with union high districts.

In 1991-92, there were 1,159 schools in Oregon, including 754 elementary, 183 middle and junior high schools, and 192 high schools. Thirty schools provided education at all K-12 grades.

Oregon also has 29 education service districts which provide specialized services to school districts. However, that number could be trimmed to 15 if the 1993 Legislature approves a State Board of Education recommendation to consolidate the ESDs.

OREGON'S SCHOOL REFORM PLAN

As mandated by the Reform Act, the State Board of Education created the 21st Century Schools Advisory Committee composed of school administrators, school board members, education school faculty, classified district employees, parents of children currently in school and members of the business and labor community. This advisory committee has met regularly to review work of the task forces listed below and to advise the State Board on other reform efforts.

Support for reform activities emanates from the 21st Century Schools Council, a group of 20 Department staff with broad ranging backgrounds in curriculum, instruction and reform initiatives. To begin designing programs identified as major reform areas in the Act, the Superintendent of Public Instruction appointed 10 citizen task forces to explore ways to initiate the reforms and recommend any statutory changes needed to remove impediments or revise directions. As the Report Card goes to press, the task forces are in the process of revising their recommendations after their review by the State Board of Education to which they were submitted in August. An additional task force—School to Work Transition—will begin work in October.

The task forces:

Certificate of Initial Mastery	To provide a set of clearly defined outcomes, scales describing ranges of student performance for mastery and processes for judging them.
Certificate of Advanced Mastery	To prepare students for roles of citizenship, work and continuing education by designing curricula which extend beyond the classroom and by creating partnerships in the broader community outside the school.
Non-Graded Primary	To provide guidelines in the areas of staff training in developmentally appropriate practices, child-adult ratio, parent involvement, comprehensive social services and cultural and linguistic relevance.
Employment of Minors	To propose rules regarding employment of students during the school year who have not yet obtained Certificates of Initial or Advanced Mastery.
Middle Education Level	To develop plans to ensure that school restructuring addresses the needs of the student between early childhood and Certificate of Initial Mastery level.

School Choice	To develop guidelines to help the State Board and Department of Education identify obstacles that impede choice of public schools in terms of transportation, laws, rules and policies.
Extended School Day/Year	To weigh the cost of adding more time to the school day and year and examine models currently being used for such a restructuring of time; also, to examine current research about how such time changes affect student learning.
Alternative Learning Environments	To develop guidelines for learning environments, including learning centers to assist all students including those who have left school, to achieve the Certificate of Initial Mastery.
Site-Based Decision Making	To recommend changes in statutes that clarify the definitions and roles of school councils and prepare guidelines for districts implementing 21st Century Schools Councils and school-based decision making.
Integration of Social Services	To provide a set of recommendations for school-linked collaborative efforts which can reduce barriers and impediments in providing services to children and families.

Grants to support the Reform Act

In addition to the work of the task forces, the Department awarded a number of grants to support the mandates of the Reform Act:

Nine schools received grants ranging from **$5,000 to $10,000** to develop **non-graded primary pilot** programs.

Oregon awarded **18 grants** to professional/technical education consortiums under the Carl Perkins (federal) Act to develop and implement Tech/ Prep (technical preparatory) Associate Degree Programs. Perkins grants ranging from **$15,000 to $140,418** were made from the total $711,261 Perkins funds awarded the state.

Oregon established **2 + 2** programs (two years in high school plus two years post high school) in 1986 when it created the 18 professional/technical education consortiums, giving each consortium a small grant to begin developing appropriate programs. These 18 consortiums are using Perkins Act funds to enhance and expand their original 2 + 2 programs.

A total of **$288,000** in grants was awarded to develop creative approaches to **career development** programs. The Western Center for Community College Development (at Oregon State University) received a $384,000 grant to conduct inservice training for professional technical instructors. Grants totaling $552,000 were awarded to six education reform development sites for developmental work toward the **implementation of the Certificate of Advanced Mastery.**

A Student Performance Assessment Network of seven schools was established to develop assessment models focused on the Certificate of Initial Mastery.

Six Distinguished Oregon Educators from Salem, White City, West Linn, Corvallis and John Day were selected to provide guidance to the Department in the school reform program.

A **Professional Development Center** was established for the 1992-93 school year to provide schools with a direct link to services and information regarding school improvement. The center is directed by Lane and Linn-Benton County ESDs (telephone 1-800-358-2486).

SCHOOL FINANCE

Motivated by Ballot Measure 5 and litigation over the constitutionality of the older, predominantly flat rate distribution of basic school support funds, the 1991 Legislature passed a landmark school funding measure which weights the distribution of funds to districts based on student characteristics, special high cost programs (such as English as a Second Language) and a number of other factors, including the number of students in families that are living in poverty. The new funding program goes a long way toward providing educational equity in Oregon, but it also begins to shift funding from local school districts to the state. Though the amount of local funding for 1992-93 is roughly 55 percent of the total, the following school year will see the state carrying most of the funding burden. By the time Measure 5 is fully implemented in 1996, the state will be providing over two-thirds of all school funding.

Approximately 70 percent of budgeted school district expenditures ($1.574 billion) are for teacher salaries and benefits. Central administration salaries and benefits total 2.7 percent, roughly $63.5 million. Over 4 percent, almost $100 million, is for student transportation. Operating and maintaining school facilities takes up almost 13 percent of the budget, just over $304 million.

Future Trends

Conventional wisdom has it that "where the money is, the strings are." With school funding shifting from the local level to the state, it seems a distinct possibility the state could be more involved in local school policies. But the Reform Act has built into it the concept of site-based councils, shifting local school planning to the schools themselves where councils composed mainly of teachers plus principals, parents, business leaders and other interested community parties will largely manage their own affairs. The shift from local to state funding is an area that obviously invites careful oversight if the traditional concept of local control of schools is to be safeguarded.

STAFF CHARACTERISTICS AND SALARIES

Student-teacher ratios in Oregon averaged from **17 to 20 students per teacher** depending on school size and type. These ratios tend to be fairly constant across grade levels, but they increase somewhat in larger districts; the exception to that is Portland with slightly fewer students per teacher than any of the other larger districts.

Though Oregon's student population grew by 2.9 percent between 1990-91 and 1991-92, instruction staff grew by about 2.4 percent. Building administrators declined by 2 percent and central administration by 7.1 percent during that period, reflecting an increased emphasis on the classroom.

Student-counselor ratios decreased with fewer students per counselor at the higher grades, a reversal of the student-teacher pattern. Another shift in pattern finds larger districts employing predominantly larger counseling staffs, thus reducing their student-counselor ratios.

Oregon teachers currently average about 10 years at their current site and 14 **years experience overall.** Their average **age is 43**; their **average salary, $33,913,** a $1663 increase (5.2%) over that of the previous year.

Nearly **two-thirds of Oregon's science teachers hold college science degrees,** above the national average of 61 percent. Oregon math teachers, on the other hand, lag behind the national average—**only 29 percent of Oregon math teachers have degrees in mathematics compared with 42 percent nationwide.**

Future Trend

Historical data maintained by the Department of Education suggest a primary trend toward increasing classroom resources and declining central administrative services.

STUDENT DEMOGRAPHICS

Two-thirds of all Oregon students are concentrated in the Portland, Salem, Eugene-Springfield and Medford areas. After a decline in enrollment through the mid-1980s, **statewide school enrollment** increased at an average annual rate of 2.2 percent. Between 1990-91 and 1991-92 enrollment increased by 2.9 percent. **Minority enrollment** increased since 1984-85 by 6.2 percent per year, with Hispanics increasing by 12.5 percent a year.

As of October 1, 1991, Oregon's total school population was 498,614, with 359,038 in grades K-8 and 139,576 in 9-12. Cumulative enrollment for the 1991-92 school year was estimated at a record 520,000. This year's enrollment is projected to climb to 535,000 with annual increases of 10,000 the rest of the decade. This record growth is being fueled by an increase in the number of Oregon births which began in the late 1970s.

Oregon's **low income school population,** as measured by the number of children eligible for free or reduced-rate lunches (the only barometer now available), is 19 percent of the total school population and has remained steady over the past few years.

Absenteeism depends on grade level and has remained steady over the past few years. Absenteeism increases at the higher grade levels, from about 6 percent in the elementary grades to about 7.8 in the secondary grades.

Home schooling has seen a steady increase since it became legal under Oregon law in school year 1985-86. Since 1985-86 the number of students registered for home schooling has more than doubled, increasing from 2,671 to 5,544 in 1990-91 (the latest school year for which figures are now available).

Future Trends

Projections indicate an almost 14 percent increase in student population by school year 1995-96. Of that, minority growth—which has been proportionally greater than that of total student growth over the past five years—is expected to continue.

STUDENT ACHIEVEMENT

The Department implemented the first statewide assessment of Essential Learning Skills (reading, writing, mathematics, listening and study skills) and its Common Curriculum Goals. **The Oregon assessment indicates a**

student's performance relative to predetermined grade level standards. Based on these standards, student scores are classified into one of three levels for each subject tested: **basic**, which denotes only partial mastery of curriculum objectives; **proficient**, which indicates strong, acceptable mastery of grade level objectives; and **advanced**, which indicates superior performance that exceeds grade level expectations.

On the 1991 assessment of **reading**, 90 percent of third graders were functioning at either proficient or advanced levels, compared with 85 percent the previous year. Eighty-five percent of 5th and 8th graders and 83 percent of 11th graders were at those levels.

In 1991 across grades 3, 5 and 8, only 75 percent scored at the proficient or advanced levels for **mathematics**. At grade 11, only 67 percent were at those levels. In 1992, the 3rd, 5th and 8th grade scores had risen to 81 to 86 percent, while the 11th graders had increased somewhat to 70 percent in these categories.

In grades 3 and 8 approximately 95 percent of the students scored proficient or advanced in **listening skills**. At grades 5 and 11, roughly 90 percent performed at those levels.

Study skills testing measures two areas—knowledge of appropriate skills and behaviors and practices. Across all four grade levels tested, approximately 80 percent scored at the proficient or advanced levels.

Health education results give reason for concern, especially at the 3rd grade level where only 69 percent of the students tested proficient or advanced on knowledge of health education issues and behaviors. Eighty-two to 84 percent of 5th, 8th and 11th graders scored at those levels. Fewer than 6 percent of the students in each grade level performed at the advanced level of knowledge about health.

Writing skills are assessed on writing samples written by students over three consecutive days. The final-draft samples are scored from 1 (low) to 5 (high). Because of state budget reductions, 1992 assessments were limited to grades 3 and 8; grades 5 and 11 will be assessed in 1993.

Assessments in 1991 and 1992 indicated that Oregon students at all levels are strong writers, and that writing skills improve as students reach higher grades. In 1992, in the areas of ideas/content 73 percent of third graders scored 3 or higher; 66 percent scored 3 or higher in organization and 81 percent scored at those levels in voice (personal style). Similarly, among 8th grade students 83 percent scored 3 or higher in ideas/content, 79 percent in organization and 90 percent in voice.

The Department tested **Essential Learning Skills** and **Common Curriculum Goals** at four grade levels for the first time in 1990-91. Under the assessment program, in 1993-94 all students in levels 3, 5, 8 and 11 will be **tested annually in Essential Learning Skills** (reading, writing, mathematics, listening and study skills). **Common Curriculum Goals** will be tested on a

rotating basis. Planning efforts are currently underway to establish linkages between the Statewide Assessment Program and the newly legislated Certificates of Initial Mastery and Advanced Mastery.

Forty states and territories participated in the 1990 National Assessment of Educational Progress, which for the first time produced state level comparisons of student performance in mathematics at the 8th grade level. Only three of the participating 40 states had significantly higher scores than Oregon's. The average national proficiency level was 261, as was that of the Western Region. Oregon students averaged 271. North Dakota scored highest of the states at 281 and Louisiana lowest at 246.

The Department has also begun gathering information which follows up Oregon high school graduates. A followup study of 1986 Oregon high school graduates showed that **those who undertook and completed a technical/professional education course of study earned almost 30 percent more than those who started but did not complete the program.**

Dropouts remain a serious problem in Oregon. In 1990-91 the Department counted dropout rates for the 7th and 8th grades at 0.9 percent. **For grades 9-12 the dropout rate was 6.5 percent.** Most dropouts were significantly deficient in credits, had poor attendance rates, had poor achievement records and lacked stable home conditions.

Future Trends

Full implementation of statewide reform efforts to achieve the Essential Learning Skills and the Common Curriculum Goals should accelerate student growth in those areas, especially as they become integrated with the Certificate of Initial Mastery and the Certificate of Advanced Mastery. It is also expected that the dual endorsement system—college preparatory and academic professional/technical—will induce more students to finish their high school education.

STUDENT PARTICIPATION IN PROGRAMS AND SERVICES

Over 95 percent of 7th and 8th graders enroll in at least one math class. About half of 7th and 8th grade students enroll **in general, life or earth science** courses, and slightly over one quarter in physical science.

About 10.5 percent of Oregon's school age students receive special education services in Oregon. **Public school special education courses provide individualized learning plans for 95 percent of all Oregon students with disabilities.** Approximately 85 percent of those students have disabilities mild enough to be subject to the same performance benchmarks as their non-disabled peers.

The newly established **Oregon Prekindergarten Program** takes a preventive approach to early childhood education. Revolutionary in its scope, combining as it does comprehensive social and health services with educational ones, it has launched 1992 grant programs in 27 Oregon preschool organizations, 19 of which are Head Start programs. **Over 2200 preschoolers will be served in 1992.**

The **Oregon Preschool Program and federal Head Start** programs combined **will reach only 36 percent of Oregon's 16,261 eligible three- and four-year-olds** because of lack of resources and adequately trained staff. Poor staff salaries—averaging less than $7.25 per hour in 1991-92—also contribute to lack of trained teachers for these programs.

Compensatory education programs provide support services for **43,651 of the 61,962** students **eligible** for those services because they are achieving below expected levels. Many of the students being helped are **children of migrant workers** with a limited proficiency in English. ODE also provides Portland $500,000 annually to help pay for compensatory programs for their growing disadvantaged population.

Oregon has **31,988 students** identified **as talented and gifted children** in three categories—1) intellectually gifted, 2) academically talented (successful) and 3) others with special gifts as creative thinkers, visual and performing artists and natural leaders. **In school year 1991-92 Oregon spent $10.6 million for TAG programs, an increase in funding of over 37 percent since 1988-89.**

Oregon's students in grades 9-12 **professional/technical education** programs increased from 33 percent in 1988 to 37 percent in 1991. In 1991 **almost 42 percent of all 11th and 12th grade students were enrolled in PTE** programs. Many of them were in 2 + 2 programs in which two years of high school are connected with two years of community college.

Data trends indicate that the number of students per counselor is increasing in the middle and high school grades but decreasing at the grade school level. In **1991-92 elementary schools averaged 555.5 students per counselor, middle level schools 323.8 and high schools 282.6,** which changed respectively from 650.8, 308.4 and 263.3 in 1990-91.

Every Oregon school is required to have a school library. Of over 500 school librarians responding to a Department survey, **21 percent used automated circulation systems and 20 percent had automated inventory systems.** All elementary students receive some library instruction; **nearly 40 percent of all school librarians spend at least half their time teaching** library technology.

The state has begun offering a number of **"distance learning"** programs through participation of the Department in the federal STAR Schools. Students may now take a number of courses by closed circuit television, including foreign languages, applied or advanced placement math and science and language arts. Staff have a number of professional development opportunities available also through televised courses.

Almost **half of all Oregon students ride an Oregon school bus daily.** Districts used **3,922 buses** to transport **220,554 students** over **38 million miles** in 1990-91. The Oregon Department of Education has trained and **certified 6,000 persons to drive school buses.** The Department provides ongoing training, **annual safety inspections of all buses** and 300 spot re-inspections. The Department provided **54 presentations on bus and pedes-**

trian safety to 13,000 students. It gave 48 assemblies and made 100 personal contacts to train and equip crossing guard students.

Child nutrition services assure that students will not go hungry during the school day. Roughly **five percent of all Oregon students now participate in the free or low-cost breakfast program for low-income families—about 25,000 children, and almost half of all students eat school lunches.**

Exemplary Programs

The state supports a number of innovative programs through a range of federal, state and private grants. Since the Legislature passed House Bill 2020 in 1987, the state has supported excellence using 2020 grants in three ways: 1) direct support to schools for program restructuring; waivers of statutes, administrative rules and other potential barriers to restructuring; and support for beginning teacher-and-mentor-teacher teams. This year, **76 schools have direct 2020 grants, ranging from $98,300 for a large suburban high school to $2,000 for a remote rural school. Eleven schools are operating under a rule which permits the State Board to waive state laws.** Nearly **750 pairs of teacher-mentor teams** have received $3,000 each.

Further support for building exemplary programs exists in the **Professional Development Center** currently housed at Lane Community College, Eugene. Paralleling support for overall restructuring Oregon has identified 18 pilot sites for Talented and Gifted program development.

OREGON'S PROGRESS TOWARD THE NATIONAL GOALS

Oregon is committed to reaching the National Educational Goals established by the 1990 National Goals Panel, a group comprised of governors, members of Congress and the President's administration. The final narrative section of the Oregon Report Card presents those goals and reports on Oregon's progress toward attaining each of them.

Goal 1: By the year 2000, all children will start school ready to learn.

The state made a commitment to **early childhood education** in the spring of 1991 when the State Board of Education adopted goals, priorities, and policies to provide programs for the total development of the child from birth through eight years of age.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

The State Board of Education has adopted policies to increase high school completion rates through a **comprehensive retention program**, and the Oregon Department of Education has established a tracking system which identifies students who have left school. Local communities provide services to at-risk elementary and middle school students. Five skill centers provide students at alternative learning sites with advanced technical training, not only for a diploma but for skilled job training as well. Alternatives for at-risk high school students exist at sixteen community colleges in 2+2 programs which include work-related training. All teen parents who receive public assistance must complete their education to receive that assistance, resulting in a school retention rate of 90 percent for these students.

Goal 3: By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, history and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.	The State Board of Education and the Superintendent of Public Instruction have set goals, priorities and policies to assure that Oregonians will have the essential skills, knowledge, and character to be successful in a global society. The Board has established comprehensive, **specific curriculum goals and an assessment system** that measures student attainment of the skills and mastery of the curriculum.
Goal 4: By the year 2000, U.S. students will be the first in the world in mathematics and science achievement.	The Department of Education has assessed the math skills of Oregon students and will use this baseline to measure progress between now and the year 2000. In addition, Oregon participated in the first national **math assessment effort, ranking tenth**. This information will be used to measure the progress in Oregon compared to other states.
Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.	**Oregon was the first state to complete a statewide comprehensive adult literacy test** and will use these tests in coordination with community colleges to match people to the right training programs. The Board has established goals and policies to provide effective adult literacy programs through community colleges and has increased the requirements for obtaining a GED.
Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.	Oregon has conducted alcohol and drug surveys in all eighth and eleventh grades to determine attitudes and use. In 1990, 79.6 percent of 8th grade students and 68.2 percent of 11th grade students were free of involvement with illicit drugs in the previous month. In 1992, 67.3 percent of the 8th graders and 52 percent of the 11th graders reported that they were free of involvement in the previous month. In addition to drug abuse education programs currently in the classrooms, the State Board of Education has required that alcohol and drug abuse prevention education be included as part of all school curriculum, policies, public information, and staff development.
DEPARTMENT RESOURCES	A directory giving names of **people to contact** at the Oregon Department of Education is found on the final pages of the Oregon Report Card.

BACKGROUND

THE OREGON REPORT CARD, ITS HISTORICAL CONTEXT

The year 1991 set in motion the most dramatic and turbulent changes the Oregon education system ever experienced. The Oregon Legislature passed an education reform act of widesweeping, almost revolutionary proportion and another act mandating unification of many school districts. The Governor signed an executive order requiring a joint agenda of the State Boards of Education and Higher Education. That executive order also directed the Board of Education to review and recommend appropriate roles for education service districts; the Board recommended consolidating the 29 ESDs into 15. And the citizenry in 1990 passed a property tax limitation that will make profound changes in the tax system on which Oregonians must rely to keep their education system equal to the demands of the 21st Century.

Such change doesn't occur in a vacuum. Educational reform has been long in coming. So has tax reform. A brief sketch of Oregon education during the past decade can help illuminate the events that helped lead to this Oregon Report Card, mandated by the 1991 Legislative Assembly.

1983: *A Nation At Risk*

A Nation at Risk—that was the title and the major conclusion of the 1983 Report of the National Commission on Excellence in Education. The Commission also concluded that

- the educational foundations of our society were being eroded by a rising tide of mediocrity that threatened our future as a nation and a people;
- the declines in educational performance were in large part the result of disturbing inadequacies in the way the educational process itself was often conducted;
- public school curricula had become homogenized, diluted and diffused, a smorgasbord that no longer served a central purpose;
- other industrialized nations dedicated roughly three times more school hours to basic subjects than U.S. schools did;
- students in those nations often spent eight hours in class 220 days a year compared with six hours a day 180 days a year in the U.S.;
- U.S. teachers were underpaid and consequently in short supply and drawn from the bottom quarter of high school and college graduates; they were also undertrained in their academic teaching areas.

The National Commission recommended immediate steps for improvement. And it provided guidelines for implementing those steps in the areas of content, standards and expectations, time spent in school and on what, and teacher training, incentives and compensation.

Oregon's Action Plan for Excellence

Response was fast in Oregon. The State Board of Education reassessed Oregon's educational policies and issued "An Action Plan for Excellence" which shifted the state perspective from an emphasis on means and methodology of

instruction to student learning and program performance as the basis for defining quality in school programs. The State Board and State Department put in place "a student-based educational system" that evolved through "cycles of self-correction and improvement." This system was designed to specify the results expected, periodically measure progress toward those results and take corrective action where progress was found wanting—and then begin the process again.

Since that change in policy direction the Department has developed statewide curricula in all required subject areas and a statewide assessment test system designed specifically to measure the objectives of those curricula.

House Bill 2020

Moving in the same reform direction as that taken by the State Board and Department of Education, the 1987 Legislature passed House Bill 2020 which established funding

- to encourage school districts to develop educational goals and provide the Oregon Department of Education an assessment of progress toward those goals;
- to restructure the school workplace to provide teachers responsibility and authority commensurate with their professional status;
- to provide grants for formally assigned mentor teachers to provide help to eligible beginning teachers;
- to establish an Oregon Teacher Corps to encourage qualified persons to enter teaching through student loans forgivable for those teaching three years in Oregon.

House Bill 3565

In 1991 the Oregon Legislative Assembly adopted House Bill 3565, the Oregon Educational Act for the 21st Century (often simply called the Reform Act), the most sweeping education reform package in Oregon's history. To achieve state goals of producing the best educated citizens in the nation by the year 2000 and a work force equal to any in the world by 2010, it mandated programs to

- enable all children to start school ready to learn;
- integrate health and social services at or near the school site to meet the comprehensive needs of children and families;
- create stronger linkages and transitions between early childhood and elementary school and between secondary school, the world of work and higher education;
- create a more flexible and innovative educational delivery system;
- foster decentralized decision-making structures to guide implementation of school reform and improve student outcomes;

- begin a process of lengthening the school year from its current 180 days to 220 days by the year 2010; and
- hold the educational system accountable to the very highest standards of school performance and student outcome attainment.

House Bill 2001

The Reform Act all but completed the statutory changes necessary to transform Oregon's education system into the most forward looking system in the United States. The 1989 Legislature had passed House Bill 2001, the 21st Century Schools Program, authorizing school districts to undertake ODE-approved programs restructuring school operations and professional relationships. More than that, it established waivers of certain statutes and rules that inhibited progress toward reform for those districts. These waivers were held in place for the Oregon Educational Act for the 21st Century. Together with the 1987 House Bill 2020, mentioned above, this allowed the momentous change in the system for which many educators had long been calling.

Early childhood education and comprehensive health and social services: providing readiness for learning

The Reform Act summoned schools and the Department of Education to embark rapidly on new courses of change, courses with enormous social consequence. Two especially take the public school system deeper into the realm of social change than it has ever been before—early childhood education and comprehensive health and social services for children and families.

If they are fully funded, both programs will put money—perhaps a great deal of money at first, resulting in immense savings later— into the front end of the education system to provide physical, emotional and intellectual readiness for learning. By shifting funding to the front instead of the back end—where we currently spend inordinate amounts on what are often vain efforts to remedy or even repudiate our earlier failures with reform schools, prisons, welfare and criminal justice programs—the state has now begun a strong effort to create new-growth programs that will allow all of Oregon's children a real chance to grow, learn and succeed to their fullest degree as empowered human beings.

Oregon Benchmarks

In 1991 the Oregon Progress Board published *Oregon Benchmarks*, the work of six steering committees that established a "20-year strategic vision" for Oregon. They articulated that vision by setting over 150 measurable benchmarks against which Oregon could measure its progress toward maintaining and fostering its social and natural environments through communities built to human scale with an economy that provides well-paying jobs for all. Many of those benchmarks were ones that would involve the State Board and Department of Education. They included such elements as Readiness to Learn, Teen Pregnancy, Drug-Free Teens, Job Skill Preparation, Basic Student Skills, Comparative Math Skills and Adult Literacy.

The benchmarks are goals which require periodic measurement through the year 2010 of specific program items, including the following: Nurturing Families, Thriving Children, Success in School, Student Health, High School to Post-Secondary Educational Achievement, Adult Education and Social Harmony in K-12 Schools. Measurements would be in areas such as Basic Student Skills (the percentage of 3rd, 5th, 8th and 11th graders who achieve basic skill mastery), Current Transition from Secondary Education (high school gradua-

tion rates and the percentage of high school students enrolled in vocational and technical education programs), and so on.

Education First Program

To meet the formalized challenges of *Oregon Benchmarks* as well as those other challenges established in the Reform Act, the State Board and Superintendent Norma Paulus launched the Department on an Education First program.

> The mission of the State Board of Education is to assure excellence and equitable educational opportunities resulting in the development of every Oregonian's self-esteem, potential, skills and knowledge, work force productivity, and lifelong learning capacities. The State Board will work in partnership with local school districts, education service districts, community colleges, parents, teachers, administrators, and all other concerned citizens to achieve this mission.

This mission statement put the State Board and Department of Education squarely on line to meet not only the requirements of the Reform Act but also the National Educational Goals:

- By the year 2000, all children in America will start school ready to learn.
- By the year 2000, the high school graduation rate will increase to at least 90 percent.
- By the year 2000, American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
- By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

New Standards Project

As part of its efforts to meet the National Goals and those set out in the Reform Act and other Oregon laws, the Department of Education is participating with 16 other states in the New Standards Project, a response to the National Governor's Association call for the restructuring of American education. The project is now assembling frameworks and assessment materials from all over the world as well as the United States. Oregon has joined the voluntary association to help develop a national examination system that reflects international standards of performance.

The examination system will have two components: a Performance Examination component and a Cumulative Accomplishments component. The Project Performance Examination would take place over several days examining a student's work on projects, exhibitions and portfolios, resembling the Scout merit badge in its approach- students would earn "badges" by accomplishing various tasks. The Cumulative Accomplishments component would be a record of work carried out over a period of years, including projects, exhibitions and portfolios. The examinations set a high standard of mastery for all students and let them take the examinations as often as they like until they pass them.

Department Task Forces and Councils

Another step the Department has taken to meet the specific challenges of the Reform Act is to set up advisory Task Forces in the following areas: Alternative Learning Environments, Certificate of Initial Mastery, Certificate of Advanced Mastery, Employment of Minors, Extended School Day/Year, Integration of Social Services, Middle Level, Non-Graded Primary, School Choice, Site-Based Decision Making and School to Work Transition. The Department also established two councils—Early Childhood and 21st Century Schools—to coordinate the efforts of those task forces.

The task forces are advisory rather than policy-setting bodies, created to allow the State Department of Education to draw on the expertise of their members in specific areas. Many of their recommendations will become part of the legislative packet the Department takes to the next Legislative Assembly.

Ballot Measure 5

All these enormous changes are being undertaken at a time when Oregon citizens have just told Oregon governments to sharply curtail spending. Ballot Measure 5 forces us to do things differently. (In addition, Senate Bill 917 requires the unification of union high school and elementary districts by July 1, 1997.) The Department has responded quickly by cutting waste and duplication, using its existing resources in new ways, and working smarter. For example, 40 unnecessary committees have been eliminated. These efforts will continue.

The future is as yet unclear.

Educational reform and reduced government spending are set on a potentially wrenching collision course. The outcome is as yet unclear. If in fact state budgets reflect the citizen's vision of society, Oregon's immediate future lies at risk unless some way is found to reconcile citizen demand for immediate and sharp reductions of taxes with the urgent need to overhaul educational and social practices to meet the exacting technological challenges of tomorrow.

What follows here is a report of the Superintendent of Public Instruction. But it is not only Oregon's first Report Card on public education, it testifies to our belief that Oregonians have the wit and skill to avoid the hazards and stay the course for reform.

The Report Card has proved a vast undertaking, sometimes exhausting but other times energizing and inspiring. As a first report, it is often as much a statement of our awareness of areas that need improvement as it is a report of those accomplishments against which all following Report Cards can measure progress. It is our first report to the citizens of Oregon on the state of our children's education.

REFORM FOR 21ST CENTURY SCHOOLS: PLANNING

Support for research, development and implementation of all aspects of HB 3565 comes from the 21st Century Schools Council, a group of about twenty Oregon Department of Education staff with a broad range of expertise and experience in curriculum, instruction and reform initiatives.

The 21st Century Schools Council has created task forces to make recommendations.

For purposes of developing recommendations which address major reform areas identified in the legislation, the State Superintendent appointed ten task forces comprised of educators (K-12 and higher education), parents, business/industry representatives, and other interested community members.

The remainder of this section will present an overview of the mission and key activities of each task force. As of this writing, each of the task forces has presented a tentative set of recommendations to the Oregon Board of Education. These recommendations will be further developed by the Board and submitted to the Oregon Legislative Assembly for refinements and final approval.

Certificate of Initial Mastery —

Mission

To meet the statutory requirement of the Oregon Education Act for the 21st Century that students perform at a level to match or exceed national levels by the year 2000 and international levels by the year 2010, the Certificate of Initial Mastery Task Force is developing:

- A set of clearly defined high-performance student outcomes, scales describing ranges of student performance and criteria for mastery, and processes for judging these performances which include many and varied opportunities/environments for students to demonstrate their knowledge and skills. The CIM will be the culmination of a rigorous learning process spanning approximately grades K through 10 for most students. It will be awarded based on the information generated in part by a new assessment system and will require significant revisions in our current curriculum and instruction practices.

Certificate of Advanced Mastery —

Mission

To meet the statutory requirement of the Act that students perform at a level to match national levels by the year 2000 and international levels by the year 2010, the Certificate of Advanced Mastery Task Force is developing guidelines that will help schools create climates to improve student motivation and learning. Upon completion of the Certificate of Initial Mastery, the Certificate of Advanced Mastery will:

- Prepare students for transition into adult life roles of citizenship, work, and continuing education.
- Restructure schools in six (or more) contextual areas of study: Arts and Communications, Business and Management, Health Services, Human Resources, Industrial and Engineering Systems, and Natural Resource Systems.

- Design curriculum which extends the content beyond the classroom into the community, with opportunities to perform and assess the individual student's abilities to reach exit outcomes.
- Create partnerships with employers, organizations, and other institutions to promote student learning opportunities.

Non-Graded Primary —

Mission

The Non-Graded Primary Task Force determined it is feasible for all districts to implement developmentally appropriate practices which may include mixed-age groups (K-3) by the year 2000; and provided guidelines in the areas of:

- Developmentally appropriate practices
- Child-adult ratio
- Staff training in developmentally appropriate practices
- Parent involvement
- Curriculum and assessment
- Cultural and linguistic relevance
- Comprehensive social services (grouping)
- Funding formula

Employment of Minors —

Mission

The State Board of Education is required by statute to propose rules applicable to the continuing education of minors. The Employment of Minors Task Force has:

- Prepared proposed Oregon Administrative Rules (OARs) for legislative review which encourage the continuation of education of minors who have not obtained the Certificate of Initial Mastery and Certificate of Advanced Mastery and who seek to be employed during the regular school year. These rules are being reviewed by the State Board of Education and the Workforce Quality Council.

Middle Level —

Mission

To meet the statutory requirement that the school restructuring undertaken in the Act address the unique learning and developmental needs of the middle instructional level, the Middle Level Task Force developed recommendations:

- Create small communities of learning
- Establish multi-disciplinary teams to provide integrated, meaningful educational experiences
- Provide common team planning time for teachers

- Encourage flexible grouping of students and flexible scheduling
- Develop performance-based assessment which is developmentally appropriate
- Provide community service experience for every student
- Help families and communities working as partners with schools
- Develop a comprehensive health program

School Choice — Mission

In order to meet the statutory requirement that the State Board of Education propose a set of guidelines and models to assist school districts that wish to pursue programs of choice, the School Choice Task Force developed guidelines to help:

- The State Board and Department identify obstacles that impede choice in terms of transportation, laws, rules, state and local policies and practices in either of the two pertaining sections of the Act which allow choice 1) because a student fails to attain a required level of mastery in one school or, 2) having received an Initial Level of Mastery, wishes to move to another school in order to enhance his/her educational opportunities.

Extended School Day/ Year — Mission

In order to meet the statutory requirements of the Act that the length and number of school days be extended in the pursuit of educational excellence, the Extended School Day/Year Task Force researched and developed information about considerations to extend time including:

- Weighing the cost of adding more time to the district day or calendar.
- Examining models currently being used or considered for restructured time.
- Investigating the current research on extended time and how it affects the learning process.

Alternative Learning Environments — Mission

In order to meet the statutory requirements of the Act that districts are to submit a plan to provide options for students not making satisfactory progress, and that the Department of Education in consultation with the Office of Community College Services and the Workforce Quality Council establish learning centers to assist students in attaining Certificates of Initial Mastery and Advanced Mastery, the Alternative Learning Environments Task Force developed guidelines that take into consideration the following concepts:

- Alternative learning environments are for all students, not only those with attendance or behavior problems.
- A learning center is a concept, not necessarily a facility.

- Staff development is a major priority.
- Effective alternative learning environments have common research-based characteristics.
- A service delivery model for alternative learning environments is student centered.
- Student outcomes in alternative learning environments are consistent with those of the designated benchmarks, CIM and CAM.
- Existing local resources can be enhanced and refocused to provide alternative learning environments.

Site-Based Decision Making —

Mission

The Site-Based Decision Making Task Force accomplished the following:

- Prepared recommendations regarding statutory changes and Oregon Administrative Rules (OARs) concerning the implementation of 21st Century Schools Council to eliminate conflicting requirements.
- Prepared guidelines to assist schools in implementing 21st Century Schools Councils and site-based decision making.

Timeline for implementing 21st Century Schools Councils:

- September, 1992: Each school district with more than one school shall have established at least one 21st Century Schools Council
- September, 1994: All school districts shall have at least one school site with a 21st Century Schools Council.
- September, 1995: All school districts shall have a 21st Century Schools Council at each school site.

Integration of Social Services —

Mission

To meet the statutory requirements of the Act that recommend collaborative efforts between education and social service agencies to serve young children and their families, the Task Force on the Integration of Social Services has been developing an array of recommendations to support school-linked collaborative efforts which include the following components:

- Establish demonstration sites
- Develop/designate a resource center to foster school-linked social/health services integration
- Conduct statewide awareness training
- Follow through with confidentiality recommendations developed by recent interagency confidentiality work group

- Local collaborative, research-based decision making
- Shared vision and values developed with community input
- Research-based and community need-based planning and development
- Ready access to all appropriate services from any given entry point (such as the school)
- Sufficient funding and capacity to access funds for collaborative and prevention-oriented activities
- Case management processes which ensure follow-up and ease of access to services

REFORMS FOR 21ST CENTURY SCHOOLS: SUPPORTIVE EFFORTS

In addition to the work of the task forces, a number of grants were given to schools to support the direction of House Bill 3565 and school reform/restructuring. These local school efforts will provide guidance and input to the Department of Education and to other schools regarding ways to implement the various components of the Oregon Educational Act for the 21st Century.

Professional Development Center

A consortium directed by Linn-Benton and Lane ESDs will provde direct training and support to schools. Their toll-free number (1-800-358-2486) will connect schools to services and information regarding school improvement. A grant of $240,000 was allocated for 1992-93 school year.

Non-Graded Primary Grants

Nine schools were awarded grants in amounts of $5,000 to $10,000 to develop programs involving multi-aged grouping of students from grades K-3 during the 92-93 school year. These pilot sites will provide information to the State Board of Education and Legislature on the feasibility of instituting such programs on a statewide basis. Changes needed in curriculum, assessment and teaching strategies will be identified.

Technical Preparation Associate Degree

In Fiscal Year 1992, Oregon received $711,261 from the Carl Perkins Act to fund TPAD (Tech Prep Associate Degree) programs. The funds were awarded to the 18 professional technical education (PTE) consortiums in the state with grants ranging from $15,000 to $140,418. The consortiums targeted funds to develop and implement TPAD in from one to six PTE program areas.

Applied Academics

The Carl Perkins Act requires that all PTE program areas supported by the federal funds must fully integrate academic and professional technical education. Every grant recipient is required to have the full implementation in place by June, 1994. This is a requirement that is placed on their basic grant funds as well as the tech prep funds. A major delivery system in Oregon for this integration is through applied academics. Last year approximately 2,500 secondary students were taking applied academics, and about five percent of

the Carl Perkins grant funds is spent on the implementation of applied academics.

2+2 Programs

Two plus two programs were established in Oregon in 1986 when the Office of Professional Technical Education (OPTE) divided the state into 18 PTE consortiums giving each consortium a small grant to begin developing and implementing 2+2 articulated programs. As a result of this effort six years ago, all of the eligible recipients and the 18 consortiums are using Perkins Act basic grant funds to enhance and expand their 2+2 programs.

In FY 1992 a total of $7,104,201 in Perkins basic grant funds was distributed to eligible LEAs and the 16 community colleges. Fifty percent of these funds go to secondary recipients and 50 percent to community colleges. Secondary recipients must generate at least a $50,000 award in order to receive a direct grant. The FY 1993 Perkins basic grant funds are approximately the same as they were in FY 1992.

Workforce 2000 II Grants

A total of $288,000 in grants has been awarded to 43 school districts, regional professional technical consortiums, and institutions of higher education to conduct inservice training for secondary and postsecondary professional technical and academic instructors, as well as guidance counselors. These grants represent many innovative approaches to the delivery of career development reflecting its key role in the implementation of HB 3565.

The Western Center for Community College Development (located at Oregon State University) has been awarded $384,000 for conducting preservice/inservice training for professional technical instructors and guidance counselors to serve as change agents within their communities in implementing HB 3565. The second component provides for the collaborative efforts of Oregon State University, Portland State University, Chemeketa Community College, and Portland Community College in the development and implementation of a teacher preservice program for professional technical instructors.

Grants totaling $552,000 have been awarded to six education reform developmental sites to plan, develop, and implement HB 3565, highlighting one of the six strands of the Certificate of Advanced Mastery (CAM). The six sites are: David Douglas High School (School District 40, Portland), Roosevelt High School (School District 1, Portland), Crater High School (Central Point), Cottage Grove High School, Willamette High School (Eugene) and Clatsop Education Service District (Astoria). Each of these sites will be implementing key components of HB 3565 during the 1992-93 school year.

Student Performance Assessment Network

The network was established to develop assessment models focused on the Certificate of Initial Mastery (CIM) and to identify issues that teachers, schools and districts encounter in implementing the CIM system. Seven schools around the state were identified to be part of this network. They include Gates Primary School, Fairplay Elementary (Corvallis), Kennedy

Middle School (Eugene), Dayton High School, Crater High School (Central Point), Lakeridge High School (Lake Oswego) and Reynolds High School.

During the 1992-93 school year teachers in these schools will be developing assessments to determine student performance of the CIM outcomes and benchmarks leading to the CIM. They will also develop systems for judging student work reliably and means for efficiently managing the student data. In addition, teachers will document how the CIM assessment affects their instructional practices.

The work of the network will help to frame the CIM and provide concrete examples of student work used to assess student progress toward the CIM and how teachers and schools can effectively incorporate this system into their school.

Talented and Gifted Grants

During the 1991-1993 bienium, the Department of Education focused competitive grant programs for students who are talented and gifted on school reform and HB 3565 concepts. The State Superintendent selected several of these school reform practices and requested that school districts submit grant applications that address the development of models and methods related to educating students who are talented and gifted within the reform practices. The reform practices and the districts that received grants are shown in the following table.

Of particular importance to all districts that submitted applications were the methods for assessing students to determine educational needs, curriculum and classroom modification strategies for meeting students' needs, and grouping practices. The district receiving grant funds to carry out the projects must include both the development work and a strong dissemination effort to inform other districts in the state about the project and provide them with information.

Oregon Prekindergarten Program

The Oregon Prekindergarten Program was established by the 1987 legislative assembly as a preventative approach to meeting the needs of low-income, three- and four-year-old children. Funding for the program was expanded in 1989-91 and again in 1991-93.

This last expansion of $10.7 million of new monies was an important element in implementing school reform addressing the readiness-for-school benchmarks. This brought the total of state prekindergarten funds to $16,137,009. In all, 1,509 children and their families were served in 1991-92 and 2,248 children and their families will be served in 1992-93. The program is modeled after federal Head Start and the two programs' combined resources serve an estimated 36 percent of Oregon's eligible low-income children.

Teen Parent and Child Development Programs

HB 2002 and HB 2003 established incentives to develop, support and expand programs for pregnant and parenting teens and programs in child development. These programs expand the capability of schools to meet the needs of

student parents and also to prepare students in general for parenting roles and for careers focusing on the development of young children.

Under HB 2002 the Department approved 40 programs for tax credit eligibility. Fifty percent of every dollar donated to an approved program can be written off as a tax credit by the donor. The credit per donor is limited to $5,000 per program. These 40 approved programs are currently soliciting donations from businesses and individuals in their communities.

HB 2003 provided districts with start-up grants to establish on-site infant-toddler centers for the children of student parents and on-site child development centers serving children ages 2-1/2 to 5. Both programs include a focus on the developmental stages of young children and practical experience in child care. Twenty grants totaling $720,000 were awarded to school districts under this program.

Distinguished Oregon Educators

In keeping with the legislative mandate of House Bill 3565, the Department of Education selected six distinguished educators to work with the Department during the 1992-93 school year on the school reform program. The six—who come from Salem, White City, West Linn, Corvallis and John Day—were selected from 54 who were nominated. They are on leave of absence from their districts; the Department reimburses the district for their salary.

As Superintendent Paulus remarked when their appointments were announced, "Teachers are ultimately the ones who will determine the success of our school reform efforts. These outstanding teachers will provide us a reality check as we implement the reform effort."

20/20 School Improvement Grants

The School Improvement/Professional Development program was created by the 1987 Legislature. In 1991-93, 140 schools were awarded competive grants enabling teachers to develop site committees and implement strategies directly related to school improvement and reform at the building level.

SCHOOL FINANCE

In the late 1980s and early 1990s declining state support for the public school system resulted in an underfunded school finance formula. Equity concerns grew and eventually resulted in litigation. Plaintiffs claimed that large disparities among districts in tax rates, per pupil spending and assessed valuation per student resulted in a denial of equal educational opportunity because the quality of educational opportunity available depended on the student's place of residence.

Despite the cited disparities the Oregon Supreme Court affirmed the constitutionality of the school finance formula in May of 1991.

Future Legislative Assemblies must ensure that the new formula is adequately funded...further fine tuning of the formula elements must be given prime consideration so as to ensure equal educational opportunities for all Oregon students.

But as a result of the passage of Measure 5 in November 1990 and continued concerns over litigation challenging the constitutionality of the existing school finance distribution formula, the 1991 Legislative Assembly approved landmark school finance legislation designed to provide equity in funding public education.

The new funding formula is based on the concept of equal funding for like students regardless of the student's place of residence. Recognized school finance experts have praised the basic structure of the new School Support Fund distribution formula.

Under the formula, a general purpose grant, funded by a combination of state and local sources, is calculated for each school district based upon the number of students in the district plus additional weighting for higher cost programs. Additional weighting is given for students in special education programs, English as a Second Language programs, union high districts, remote small schools and for students living in foster homes or neglected and delinquent facilities. The number of children in poverty families (based on census data) is an added factor.

For the 1992-93 school year the target grant per weighted student is set at $4,500. It is anticipated that this will be funded at the 91.25 percent level.

The state funds 70 percent of approved pupil transportation expenditures. Districts assume the remaining 30 percent plus 100 percent of costs not approved.

In 1992-93 the majority of school districts are covered by a provision assuring that funding from state and certain local sources cannot be less than 100 percent or more than 125 percent of those same sources in the prior year.

Future Legislative Assemblies must ensure that the new formula is adequately funded so as to obviate the need for provisions that serve as restraints to full implementation of the formula. Adequate funding must be made available despite the progressive reductions in local property tax rates mandated by Measure 5. In addition, the Legislature must further fine tune other formula elements to ensure equal educational opportunities for all Oregon students.

Expenditures

Education is a people intensive service. Approximately 83 percent of budgeted school district expenditures are for salaries and benefits (70 percent for instruction or instruction related).

Central administration makes up 4.1 percent of the budget; business services 1.8 percent; transportation of students 4.2 percent and facilities including operation and maintenance 12.8 percent. Instruction and instructional support make up the bulk of school district expenditures equaling 77.1 percent of the total general fund budget for the 1991-92 school year.

1991-92 General Fund Budget Summary for School Districts (in thousands of dollars)

			Percent
Instruction & Instruction Support	Salaries & Benefits	$1,573,648	70.0
	Other Expenses	170,087	7.1
	Total	1,843,735	77.1
Central Administration	Salaries & Benefits	63,542	2.7
	Other Expenses	32,419	1.4
	Total	95,961	4.1
Business Services	Total	42,712	1.8
Transportation	Total	99,900	4.2
Facilities	Total	304,671	12.8
Community Services	Total	3,518	
Total General Fund Exp.		$2,390,497	100.0

Source: *School District Budget Summary*

Definitions

Instruction & Instruction Support – includes regular and special education instruction, student services such as counseling or speech services, library and other educational media, school administration (principal's office) and internal services such as centralized purchasing, distribution system and printing and duplicating.

Central Administration – includes general administration, i.e., school board superintendent's office and other office staff. Also included are central support functions such as research, evaluation, statistics and data processing.

Business Services – included here are direction of business services and fiscal services such as budgeting and payroll.

Transportation – included here are home to school transportation of students and school activity trips.

Facilities – included here are operation and maintenance of buildings and grounds as well as building improvements.

Community Services – included here are activities not directly related to education such as recreation programs, civic activities and child care.

Revenue

As a result of Measure 5, state government will be funding a much greater share of school revenue.

Since 1985, Oregon has consistently ranked in the bottom five states in the percent of revenue allocated for public elementary and secondary schools from state government. Nationally, support for schools from state government has approached the fifty percent level while state support in Oregon has languished at under thirty percent. (See table below.)

As a result of the passage of Measure 5, state government will be funding a much greater share of school revenue. The beginning of this trend is reflected in the data for 1991-92 which shows a 5 percent increase in the state's share over the prior year.

School District Budgeted Revenues by Source, All Funds Total
(in thousands of dollars)

	Fiscal Year 1991-92		Fiscal Year 1990-91		Fiscal Year 1989-90		U.S. Avg. 1988-89
Local and Intermediate	$1,666,578	62.7%	$1,684,327	67.9%	$1,565,527	67.9%	46.1%
State*	829,812	31.2%	648,601	26.6%	604,523	26.2%	47.7%
Federal	161,557	6.1%	145,352	5.9%	134,87	5.9%	6.2%
Total	$2,657,947	100.0%	$2,478,280	100.0%	$2,478,280	100.0%	100.0%

*Adjusted to show Measure 5 replacement as state revenue

Sources: *School District Budget Summary*
National Center for Education Statistics

STAFF CHARACTERISTICS

ASSIGNMENT AND DISTRIBUTION OF EDUCATIONAL STAFF

Ratios of students to teachers, instructional staff (teachers plus educational support personnel), and counselors are reported to Oregon public schools as a part of their annual School profiles. Statewide comparative data is also included in the Profiles. Beginning in 1991-92, the statewide ratios have been calculated separately for elementary, middle, high, and K-12 combination schools.

Present Evidence

Student-teacher ratios in Oregon are mostly in the range of 17-20 students per teacher. Ratios tend to be fairly constant across grade levels, and to increase somewhat (more students per teacher) as district enrollments get larger. Portland, Oregon's only urban district with a large inner city population, is an exception with slightly fewer students per teacher than other larger districts.

When library/media specialists and educational assistants are added (the instructional staff category) there is an increase in ratios as one moves upward from elementary to high school. The pattern of increasing ratios with increasing district size remains, with Portland again the exception at the middle and high school levels.

For counseling personnel (including elementary child development specialists), ratios decrease (fewer students per counselor) at higher grade levels—the opposite of the pattern noted for classroom personnel. The district size phenomenon noted for instructional staff is also reversed at the elementary and middle school levels. Larger districts appear to employ proportionately larger counseling staffs, thus reducing their student-counselor ratios.

Oregon School Staffing Ratios by District Size and Grade Configuration

District Enrollment (FTE)	Teachers				Instructional Staff				Counselors			
	K-12	Elem.	Middle	High	K-12	Elem.	Middle	High	K-12*	Elem.	Middle	High
1-99	8.8	12.1		8.8	7.7	10.7		7.9	1049.0	1725.7		226.0
100-499	11.2	14.4	15.1	13.0	10.1	12.6	13.5	11.9	802.9	1051.7	372.1	364.3
500-999		17.7	17.4	16.0		14.1	14.6	14.2		846.4	366.9	268.5
1000-5499	11.5	18.5	18.0	18.0	10.0	14.4	15.3	15.9	498.6	589.6	340.3	275.7
5500-7499	16.7	18.7	19.2	19.8	12.5	14.9	15.9	17.2	305.7	553.1	327.2	304.1
7500-30000		20.4	19.8	20.9		15.5	17.6	18.8		497.5	335.1	303.3
Portland		19.1	17.8	18.9		15.5	15.7	16.8		395.2	251.3	236.7
Statewide, 1991-92	11.7	18.5	18.6	18.5	10.2	14.6	15.9	16.4	583.5	555.5	323.8	282.6
Statewide, 1990-91	12.0	18.7	18.5	17.8	10.2	15.0	15.9	15.9	446.5	650.8	308.4	263.3

*These large numbers represent people who are assigned counseling duties for only a small fraction of a full-time position.

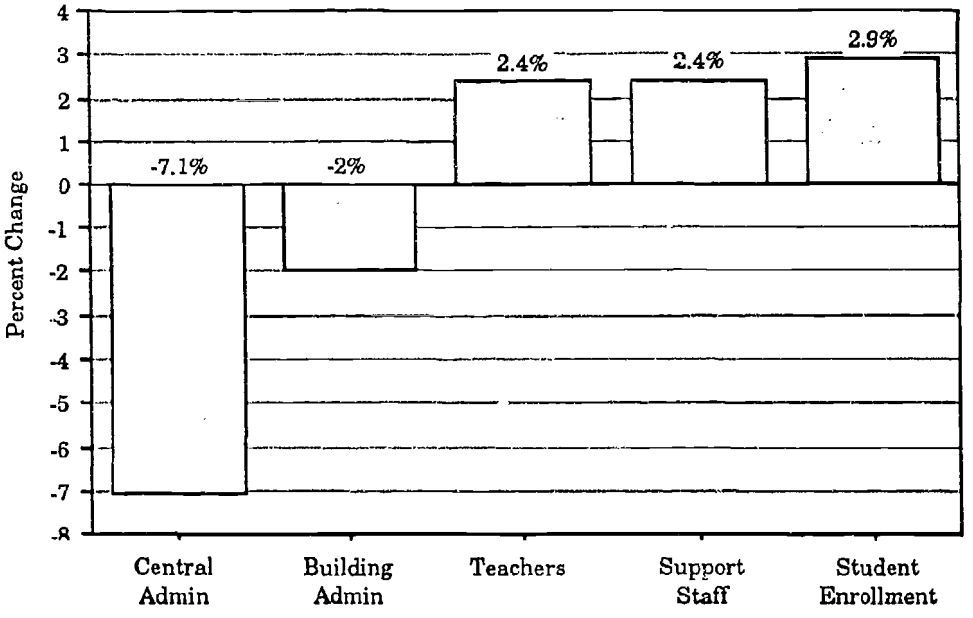
We have 2.9% more students and 2.4% more teachers and support staff. Central administration declined by over 7%, reflecting an increased emphasis on the classroom.

In addition to the staff ratio information, the following graphs presented below illustrate statewide changes in several staff categories over the past two school years. Oregon's student population grew by 2.9 percent from 1990-91 to 1991-92. Accompanying this growth has been a 2.4 percent increase in the number of classroom teachers and support personnel. For administrators, especially in central district offices, the change has been in the opposite direction. Building administration (principals, assistant principals) has declined by 2 percent and central administration by 7.1 percent over the same two year period, reflecting an increased emphasis on the classroom.

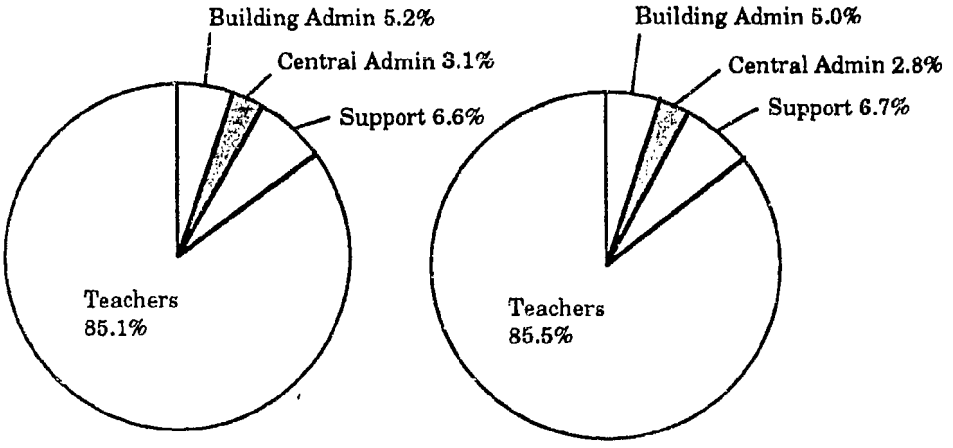
The Future

Though examining staff ratios provides a partial picture of how educational resources are distributed in Oregon, a more complete picture requires information on actual class sizes and a better understanding of relationships to student progress toward meeting Oregon's curriculum goals.

Percent Change in Four Staff Categories and Student Enrollment 1990-91 to 1991-92



Statewide Certificated Staffing Patterns: 1990-91 and 1991-92



MISASSIGNMENT OF TEACHERS

Public school teachers in Oregon are required to have a teaching certificate with an endorsement for their teaching assignment. Occasionally, a school must assign a teacher to an area outside of the teacher's endorsement.

Of Oregon's 297 school districts in 1991-92, 169 (57%) reported misassigned teachers, 92 (31%) reported no misassigned teachers and 36 districts made no report.

Teacher Standards and Practices Commission (TSPC) records for 1991-92 show that subject areas having the largest incidence of misassigned teachers where two periods or less are involved are basic mathematics (294.5 periods), social studies (181.5 periods), health education (140 periods), and physical education (140 periods). There were 1,170 people who taught two or less periods while misassigned.

Where more than two periods are involved, the most frequent misassignments occur in the areas of handicapped learner (146 periods), administration (127 periods), and counseling (119 periods). There were 201 people who spent more than two periods out of their endorsement area.

EXPERIENCE, SALARY AND PREPARATION

The Oregon Department of Education reports selected characteristics of certificated staffs in Oregon public schools as a part of their annual school profiles. Statewide comparative data is also included in the profiles. In addition, some information on mathematics and science teacher preparation is available from a 1988 study by the National Center for Educational Statistics.

Present Evidence

Oregon teachers average about 10 years of experience in the district where they are currently employed, and about 14 years of teaching experience overall. They average 43 years of age and earn salaries averaging $33,913. The salary average represents an increase of $1663, or 5.2 percent over the previous year.

A *teacher stability* measure showing the percentage of staff remaining at the same school from one year to the next indicates that about six out of seven teachers statewide tend to stay.

Nearly nine out of ten Oregon teachers have acquired academic credits beyond the Bachelor's level, with close to 40 percent achieving a Master's degree.

Oregon Classroom Teacher Characteristics: 1990-91, 1991-92

	1991-92	1990-91
Average Years Experience		
In Current District	10	10
Total	14	13
Average Age	43	43
Average Salary	$33,913	$32,250
Teacher Stability	86%	85%
Level of Academic Preparation		
BA Degree	12%	14%
BA Plus Additional Hours	49%	47%
MA Degree	39%	38%
PhD Degree	Less than 1%	1%

National Comparisons

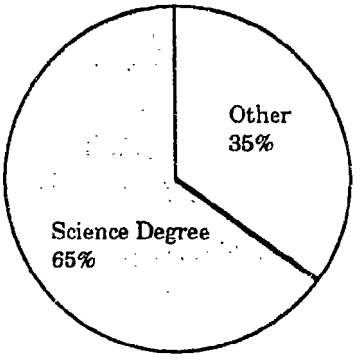
In its first report on progress toward the National Education Goals, the National Education Goals Panel included data with which Oregon can be compared to national averages for teacher preparation in mathematics and science. Nearly two-thirds (65%) of Oregon science teachers hold college science degrees—slightly more than the national average.

The picture is quite different for mathematics; Oregon lags behind the national average (42%), with less than one third of its math teachers holding college mathematics degrees.

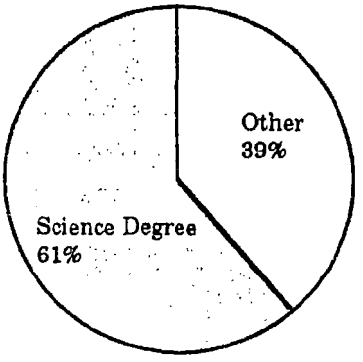
Percent of High School Science and Mathematics Teachers[1] Who Have a Degree[2] in the Field in Which They Teach, 1988

...nearly two-thirds of Oregon science teachers hold college science degrees—slightly more than the national average.

...for mathematics, Oregon lags behind the national average with less than one third of the math teachers holding mathematics degrees.

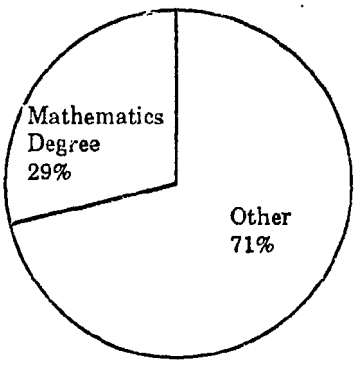


Oregon

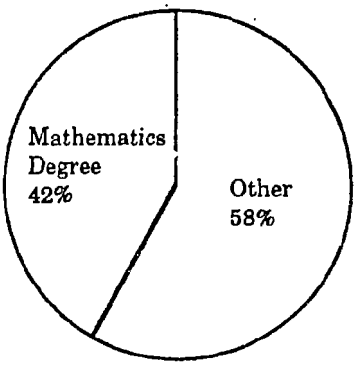


Nation

Science Teachers



Oregon



Nation

Mathematics Teachers

[1]Primary teaching assignment is science or mathematics
[2]Includes primary academic majors only
Source: National Center for Education Statistics

The Future

Because of the current high priority of science and mathematics education, much of the new data gathering effort is focused there. However, to provide a more adequate picture of how well teachers are prepared to teach we need comparable data for other subject areas (language arts, social sciences, music, arts, health, physical education), and for the lower grade levels. We also need to examine relationships between quality and amount of preparation, and how well students achieve the state's curriculum goals.

RACIAL/ETHNIC AND GENDER OF CERTIFICATED STAFF

The following table shows the racial/ethnic and gender breakdown for certificated staff for fall 1991. Percentages in each row sum to 100% (e.g., 63.4% of Administrators are white males).

	White		Black		Hispanic		Asian		Am. Indian	
	M	F	M	F	M	F	M	F	M	F
Administrators	63.4%	32.4%	0.8%	1.2%	0.6%	0.1%	0.3%	0.6%	0.6%	0.2%
Teachers	31.4%	65.5%	0.3%	0.5%	0.3%	0.5%	0.3%	0.8%	0.2%	0.2%
Others (includes librarians and counselors)	29.9%	65.8%	0.2%	1.2%	0.3%	0.4%	0.8%	0.9%	0.3%	0.3%

Overall the ratio of men to women in certificated positions is 2 to 3. There is variation when the ratios are considered by position. Men predominate in administrative positions almost 2 to 1. As superintendents and assistant superintendents, the ratio becomes 9 to 1.

Elementary teachers are mainly women, 3 to 1 over men. At the secondary level, the ratio favors men 3 to 2.

Other certificated staff, librarians, tend to be women 2 to 1.

Minorities hold three percent of all certificated positions. Minority representation is consistent in each of the listed categories. Four percent of administrators, three percent of teachers, and four percent of other certificated staff are minorities.

STUDENT DEMOGRAPHICS

Enrollments are projected for record levels at all grades by the close of the 1990s. Currently, elementary grades are near all-time highs. Secondary enrollment, having seen a sharp decline in the 1980s, will see just as sharp an increase in this decade.

After a period of decline ending in the 1984-85 school year, enrollment in Oregon schools is now showing a sharp upturn. Since that year, enrollment increased at an annual rate of 2.2 percent.

Record enrollments are projected for all grades by the close of the 1990s. Currently, elementary grades are near all-time highs. Secondary enrollment, having seen a sharp decline in the 1980s, will see just as sharp an increase in this decade.

Projected cumulative enrollment:

	K-8	9-12
1991-92	376,300	147,000
1995-96	401,000	167,000

As of October 1, 1991, Oregon's public school membership by racial/ethnic categories was:

Total	White	Black	Hispanic	Asian/ Pac Is.	Amer. Indian
498,614	439,351	11,998	24,165	14,359	8,741

Since 1984-85, minority enrollment increased by an average of 6.2 percent per year, led by Hispanic enrollment increasing at an average of 12.5 percent per year. The proportion of minority enrollment to total enrollment increased from 9.6 percent to 11.9 percent.

Students in Oregon are concentrated in the four large urban centers of Portland, Salem, Eugene-Springfield, and Medford, which also represent Oregon's standard metropolitan statistical areas as designated by the Census Bureau. These four areas contain 66 percent of Oregon's students.

Oregon's low income population, in public schools as measured by the number of children eligible for free lunch, is 19 percent of the total. This proportion has held steady over the last few years.

Absenteeism in Oregon schools is dependent on grade level. It is higher in the secondary grades. Over the past few years, absenteeism has held steady overall at about 6.6 percent. The absentee rate in elementary grades is about 6.0 percent, and the rate in secondary grades is about 7.8 percent.

HOME SCHOOLING

Since 1985 the Legislature has passed a number of laws, authorizing home schooling and spelling out the exemptions from compulsory school attendance. The laws establish guidelines for parental or private instruction in the home and set the guidelines authorizing home study students to participate in interscholastic activities. Since the passing of the legislation, the State Board

and the Department of Education have established new policies and procedures to govern home schooling.

State Board of Education Policy regarding Nonpublic Education/Home and Private Schools

The State Board of Education recognizes and supports the legal right of parents to educate their children in nonpublic school settings, including homes or private schools. Parents who choose such alternatives have a responsibility to society to demonstrate periodically, through statutorily established procedures, that their children are making reasonable progress toward acquisition of the knowledge and skills needed for responsible adult citizenship.

Because the welfare of our state and nation depends on the availability of quality education for all children, the State Board encourages local public school officials to assist parents whose children are in nonpublic school settings by providing a variety of instructional services (such as textbooks, testing, guidance and selective subject area enrollments for their children when such cooperative arrangements are constitutional and will not detract from the effectiveness of local school programs. (*State Board of Education Policy, Adopted 1988*)

Present Evidence

The following data represent current trends related to home schooling. Since school year 1986-87, there has been a steadily increasing percentage of home schooling students participating in required testing.

Number of Registered Home Schooling Students Compared with Number of Tested Home Schooling Students, 1986-1991

School Years	Students Registered	Students Tested	% Tested
1986-87	2,671	1,121	42
1987-88	3,103	1,658	53
1988-89	3,716	2,973	80
1989-90	4,578	3,509	77
1990-91	5,544	4,426	80

Source: Compiled by Oregon Department of Education from reports by Education Service Districts

In the five years for which data is reported, about half the home school students (55.69% for 86-87, and 47% for 88-89) scored at or above the 71st percentile while 10.8 percent (1988-89) to 12.9 percent (1990-91) of home schooling students scored at or below the 30th percentile.

Percent of Home Schooling Students Scoring at Given Percentiles, 1986-1991

Percentile	1986-87	1987-88	1988-89	1989-90	1990-91
0-15	*	*	4.4	4.1	4.7
16-20	*	*	2.0	2.3	2.5
21-30	4.5	4.8	4.4	5.3	5.7
31-40	6.2	6.3	9.7	6.5	5.7
41-50	6.8	8.6	9.3	8.3	8.6
51-60	9.2	9.6	10.0	9.2	9.5
61-70	11.3	12.2	13.0	12.6	11.9
71-80	16.7	13.5	15.0	14.2	13.4
81-90	15.1	15.9	15.0	15.5	15.3
91-100	23.8	21.4	17.0	22.0	21.2

*Percentiles were accumulated differently during these years.

Home schooling is an educational option an increasing number of Oregon parents are choosing for their children. To ensure maximum benefit to students and the State of Oregon, the Oregon Department of Education, Educational Service Districts and local school personnel should provide support for these students and their families. The Department of Education should take a leadership role in coordinating support and technical assistance to ensure appropriate, effective use of this educational option.

Private Schools

Oregon has one of the most non-restrictive statutes regarding private schools of any state. There are no requirements which subject private schools to state registration or oversight. Many, however, choose to register, follow the OARs regarding registered private schools and operate in close contact with public school counterparts and standards.

A total of 393 private schools registered during the 1991-92 academic year. A majority of the registered schools which serve grades 9-12, and others which offer a full academic program for school age students, are accredited by the Northwest Association of Schools and Colleges, the most prestigious of the joint accreditation sources for both public and private institutions.

It should be noted that of the total number of registered schools, a large number are pre-schools, or serve students only in the primary grades.

STUDENT ACHIEVEMENT

OREGON STATEWIDE ASSESSMENT

The Department of Education implemented statewide student assessment beginning with the 1990-91 school year. All students in grades 3, 5, 8 and 11 are annually assessed in the Essential Learning Skills (reading, writing, mathematics, listening skills and study skills). In addition, on a rotating schedule students are assessed in the Common Curriculum Goals (CCG) according to the following schedule:

1991 Language Arts (Literature)
1992 Mathematics & Health
1994 Science & Physical Education
1995 Social Studies, Art & Music

The Oregon Statewide Assessment indicates the student's performance relative to predetermined grade level standards of performance.

The Oregon Statewide Assessment is different from national, norm-referenced tests used in many districts and states. It is a criterion-referenced assessment based on the Oregon Essential Learning Skills and Common Curriculum Goals. The types of results and scores are also somewhat different from those produced by national, norm-referenced tests.

Student scores on nationally normed achievement tests indicate the student's relative standing in comparison to other students at the same grade level who took the test. While helpful, such scores are in truth simply statistical distributions. They provide limited guidance for determining whether students have mastered a challenging curriculum or have acquired the knowledge and skills needed to advance in school or to move on successfully into adulthood.

Three levels defined:

The Oregon Statewide Assessment defines three levels of student performance.

1. Basic

The "basic" level denotes only partial mastery of the Essential Learning Skills and Common Curriculum Goals. Students at this level are most likely not making satisfactory progress for their grade and probably functioning below grade level expectations. They would be able to answer relatively easy material at their grade level correctly less than 80 percent of the time. These students might be able to give a correct answer to an occasional question from the proficient or advanced category, but generally they can only correctly answer basic questions.

2. Proficient

Denotes solid, strong, acceptable mastery of the Essential Learning Skills and Common Curriculum Goals at their grade. Students at this level are making satisfactory progress and are well prepared for the next grade level of schooling. They would be able to answer questions correctly in the average range of difficulty for their grade level approximately 80 percent of the time. They may be able to give an occasional correct answer to a question from the advanced category but generally they can consistently answer only the basic and proficient questions correctly.

3. Advanced

Denotes superior performance, and students at this level are probably functioning above grade level expectations. They would be able to correctly answer the most difficult questions at their grade level more than 80 percent of the time. These students are consistently able to correctly answer questions from the advanced, proficient and basic levels.

Present Evidence in Reading/Literature

In 1991 across grades 3, 5 and 8 approximately 85 percent of students scored at the proficient or advanced levels of performance in overall reading, meaning that they had mastered the skills expected at each grade level. But reading comprehension dropped off at the 11th grade; i.e. fewer students were operating at the proficient or advanced levels in the 11th grade than in grades 3, 5 or 8. For example, in the area of literal comprehension, only 68 percent of 11th graders were proficient or advanced compared with approximately 80 percent in grades 3, 5 and 8. Seventy-three percent of 11th graders scored proficient or advanced in inferred comprehension and evaluative comprehension. In contrast, at the lower three grades, approximately 80 percent of the students were at these levels.

On the 1992 assessment of Reading, approximately 90% of 3rd graders were functioning at either proficient or advanced levels (compared to 85% in 1991) while 85% of 5th and 8th graders were at these levels (about the same as 1991).

		Reading		
Grade	Year	Basic	Proficient	Advanced
3	1991	14	61	25
	1992	9	56	35
5	1991	15	64	21
	1992	9	56	35
8	1991	14	59	27
	1992	15	61	24
11	1991	17	54	29
	1992	18	61	21

In 1991 literature scores were at the proficient or advanced levels for 70 to 85 percent of students, with slightly higher performance reflected in 3rd grade scores. The literature component of the language arts common curriculum goals was assessed in 1991 as part of the rotating assessment cycle described in the beginning of this section.

On the 1992 assessment, approximately 90 percent of 3rd graders were functioning at either the proficient or advanced levels while 85 percent of 5th and 8th graders were at these levels. Approximately 83 percent of 11th graders performed at these levels.

It is interesting to note that for most students reading instruction essentially stops at about grade 6. Beyond the 6th grade there are several instructional strategies available to strengthen reading comprehension in secondary schools and reading instruction is no longer the sole responsibility of the language arts/reading teachers. Other disciplines should be more actively involved in reinforcing reading skills.

Grade	Year	Literature Basic	Proficient	Advanced
3	1991	15	64	21
5	1991	18	62	20
8	1991	15	61	24
11	1991	15	58	27

Present Evidence in Mathematics

In 1991 across grades 3, 5 and 8 only 75 percent of students scored at the proficient or advanced levels of performance in mathematics. The numbers dropped to approximately 67 percent at grade 11 (33 percent basic).

In 1992, the percent of students in grades 3, 5, and 8 who were functioning at either the proficient or advanced levels in mathematics increased to 81-86 percent (from about 75 percent in 1991). The number of 11th graders at these levels increased somewhat, but still only 70 percent of the 11th grade students were either proficient or advanced (vs. 67% in 1991).

In 1992, the percentage of students in grades 3, 5 and 8 who were functioning at either the proficient or advanced levels increased to a range of 81 to 86 percent. The number of 11th grade students at these levels increased somewhat, but still only 70 percent of the 11th grade students were either proficient or advanced.

There is additional information that raises concern about the level of performance of the 11th grade students in mathematics. Of the nearly 125 tests items on each of the 8th grade and 11th grade tests, 22 items are common to the two grades. It is interesting to examine the performance of 8th grade students and 11th grade students on these common items. The 8th grade students averaged approximately 60 percent correct while the 11th graders averaged only 69 percent correct.

Grade	Year	Mathematics Basic	Proficient	Advanced
3	1991	25	65	10
	1992	16	68	16
5	1991	23	66	11
	1992	19	69	12
8	1991	25	62	13
	1992	14	67	19
11	1991	33	56	11
	1992	30	59	11

Present Evidence in Listening Skills

The listening skills tests incorporated an innovative testing format which involved having students view a series of one to three minute clips from a video tape and at the end of each clip to respond to three to five questions about the clip they had just viewed. As with the other areas tested, all students in grades 3, 5, 8 and 11 participated in 1991. However, because of budget reductions the listening skills component was deleted from the 1992 assessment.

In grades 3 and 8 approximately 95 percent of the students scored at the proficient or advanced levels while approximately 90 percent of the 5th and 11th grade students were functioning at these levels.

		Listening Skills		
Grade	Year	Basic	Proficient	Advanced
3	1991	5	78	17
5	1991	10	83	7
8	1991	3	54	43
11	1991	11	66	23

Present Evidence in Study Skills

The study skills test has two components. One component deals with student knowledge of appropriate study skills. The second component relates to student behaviors and practices in this area; information was obtained through a series of survey questions.

Across all four grade levels tested in 1991, approximately 80 percent of the students scored at the proficient or advanced levels (20 percent basic). Because of budget reductions the component dealing with student knowledge of study skills was deleted from the 1992 assessment.

		Study Skills		
Grade	Year	Basic	Proficient	Advanced
3	1991	18	53	29
5	1991	21	67	12
8	1991	23	56	21
11	1991	21	56	23

Highlights of 1992 Assessment

In general, the survey results from 1992 are very similar to those of the 1991 assessment. When asked to respond to the statement, "I am good in mathematics," approximately 85 percent of the 3rd and 5th graders indicated that this was true or sort of true, and 70 percent of the 11th graders. A similar pattern can be seen when students were asked to respond to the statement "Do you like mathematics?" Approximately 80 percent of the 3rd and 5th graders agreed "some or a lot," while barely 60 percent of the 11th graders did so.

About half of 11th graders read the newspaper...

When asked similar questions about reading, the results tend to be somewhat more positive. For example, when asked "Do you like to read?" over 85 percent of the elementary school students agreed "some or a lot," and approximately 80 percent in the secondary schools. However, when asked, "How often do you read a newspaper outside of school?" only about 22 percent of the elementary school students read a newspaper daily or almost daily and only about 50 percent of the 11th graders read the newspaper daily or almost daily.

Some interesting results can also be found in examining students' eating, sleeping and work habits. During a typical week over a third of the 8th grade and 11th grade students skip breakfast three times or more and approximately half skip lunch two or more times a week. About 66 percent of the 11th graders sleep seven hours or less and almost one-third work 8 hours or more (not counting weekends or vacation times).

Present Evidence in Health Education

In health education approximately 82 to 84 percent of the 5th, 8th and 11th graders were either proficient or advanced.

The health education common curriculum goals were assessed in 1992 as part of the rotating assessment cycle. Again, all student in grades 3, 5, 8 and 11 participated. As is the case with study skills, the health tests included two components, knowledge of health education issues and student behaviors in this area.

Approximately 82 to 84 percent of the 5th, 8th and 11th grade students were either proficient or advanced. Only 69 percent of 3rd graders were at these levels. Fewer than 6 percent of the students in each grade level tested performed at the advanced levels in knowledge of health education.

		Health		
Grade	Year	Basic	Proficient	Advanced
3	1992	33	66	1
5	1992	17	79	4
8	1992	17	77	6
11	1992	17	79	4

Background on Writing Assessment

The writing assessment involves the scoring of an original piece of writing for each student (grades 3, 5, 8 and 11). The students are allowed 45 minutes on each of three consecutive days to produce and edit a final piece of writing.

Only the final draft of their writing is scored. Students are assigned a score of 1 (low), 2, 3, 4 or 5 (high), in each of six areas: ideas/content, organization, voice, word choice, sentence fluency and conventions. A score of three is considered to have a balance of strengths and weaknesses.

Each piece of writing is scored by two independent raters, with discrepancies referred to a third rater for resolution. The results are presented as the percentage of students who received a particular score (1 - 5) for each writing trait. In 1991 all students in grades 3, 5, 8 and 11 participated in the writing assessment. However, because of budget reductions only grades 3 and 8 participated in 1992; grades 5 and 11 will participate in 1993.

Writing 3rd Grade

		Low Scores				High
Trait	**Year**	**1**	**2**	**3**	**4**	**5**
Ideas/Content	1991	5.4	29.3	40.8	18.0	3.8
	1992	2.9	22.9	43.1	24.4	5.6
Organization	1991	6.8	33.4	38.8	15.1	3.3
	1992	4.5	28.2	42.2	19.8	4.2
Voice	1991	3.0	22.0	45.4	22.6	4.3
	1992	1.6	16.6	46.7	28.2	5.7
Word Choice	1991	1.6	17.8	55.7	19.0	3.2
	1992	1.2	13.9	58.5	21.2	4.0
Sentence Fluency	1991	3.3	24.2	45.5	20.5	3.9
	1992	2.9	22.5	46.2	22.8	4.4
Conventions	1991	4.7	20.7	34.4	26.7	10.8
	1992	4.2	22.7	37.3	26.5	8.1

Writing 5th Grade

Trait	**Year**	**1**	**2**	**3**	**4**	**5**
Ideas/Content	1991	2.8	22.9	44.8	23.5	4.7
Organization	1991	3.9	29.6	44.1	17.9	3.2
Voice	1991	1.2	15.9	48.7	27.8	5.1
Word Choice	1991	0.9	14.8	58.5	21.2	3.3
Sentence Fluency	1991	1.7	18.9	49.6	24.4	4.1
Conventions	1991	3.3	18.7	37.9	29.9	8.8

Writing 8th Grade		Low Scores				High
Trait	Year	1	2	3	4	5
Ideas/Content	1991	2.3	23.2	47.5	21.2	3.8
	1992	1.7	14.9	41.4	32.2	9.3
Organization	1991	2.4	25.6	49.1	18.0	3.0
	1992	2.2	18.9	42.9	28.3	7.2
Voice	1991	0.9	13.4	49.3	28.9	5.5
	1992	0.7	8.6	41.9	37.6	10.6
Word Choice	1991	0.5	10.9	62.6	20.6	3.4
	1992	0.8	10.5	68.0	24.6	5.6
Sentence Fluency	1991	1.1	16.1	52.6	24.5	3.7
	1992	1.3	14.6	47.8	29.3	6.4
Conventions	1991	2.4	18.6	45.9	27.0	4.1
	1992	2.3	17.7	41.2	30.7	7.6

Writing 11th Grade						
Trait	Year	1	2	3	4	5
Ideas/Content	1991	0.9	14.6	46.8	29.2	6.5
Organization	1991	1.1	17.1	49.6	25.2	5.2
Voice	1991	0.3	8.1	48.5	34.1	7.1
Word Choice	1991	0.7	7.7	59.8	25.4	5.1
Sentence Fluency	1991	0.7	11.8	50.3	30.0	5.4
Conventions	1991	1.6	15.2	42.7	33.0	5.5

Present Evidence in Writing

Again in 1992 (as in 1991) there is evidence that Oregon students are strong writers.

Overall Oregon students at all four grade levels tested are strong writers, and growth in writing skill is demonstrated as students reach higher grades. In 1991 scores in writing conventions were fairly high, especially in grades 3 and 5. Writing conventions scores at grades 8 and 11 were not as strong relative to other traits, but this may be caused by the increase in complexity of student essays and the greater length of their essays. Voice (personal style) scores tended to be high in all grade levels, an indication that teachers value student's individual responses. Organization, on the other hand, was the lowest of all six traits at all grade levels.

There is evidence that Oregon students are strong writers and showing improvement. From 1991 to 1992, students scoring a 3 or higher in Ideas/ Content rose from 63 to 73 percent; in Organization 57 to 67 percent; in Voice 72 to 81 percent. Similarly, 8th grade students scoring 3 or higher in Ideas/ Content rose from 72 to 83 percent; in Organization 70 to 79 percent; in Voice 83 to 90 percent.

The Challenge for the Oregon Statewide Assessment Program

The assessment program was designed to assist schools and districts to conduct evaluations of their instructional programs and to provide information to the public and to policy makers. The 21st Century Schools legislation introduced the Certificate of Initial Mastery and the Certificate of Advanced Mastery. These new assessment issues focus on individual students and their level of proficiency. The challenge for the future will be to integrate (where possible) these different assessment systems which serve very different purposes and audiences.

National Assessment of Educational Progress (NAEP) — Trial State Assessment

The NAEP for several decades has provided information about national and regional trends in student performance at several ages and in several subject areas. No individual state or school district information has been available; it was strictly prohibited by the federal legislation authorizing and funding the NAEP program. However, in 1988 Congress passed new legislation for NAEP which for the first time authorized voluntary state-by-state assessments on a trial basis, in addition to continuing its national and regional assessments.

Consequently, the 1990 NAEP program included a Trial State Assessment Program (TSAP) in 8th grade mathematics along with its other assessments. A total of 37 states, the District of Columbia and two territories volunteered to participate in this first TSAP which was conducted in February 1990. In Oregon 106 randomly selected public schools participated with students also chosen randomly within the selected schools.

Present Evidence

The average proficiency of 8th grade public-school students in Oregon on the NAEP mathematics scale is 271. As the table shows, this proficiency is higher than the average of students across the nation (261) and students in the Western region (261). In general Oregon ranked 10th out of the 40 states and territories that participated.

Only three states (North Dakota, Montana, and Iowa) had statistically significant higher scores than Oregon. Eleven other states were not significantly different from Oregon (Nebraska, Minnesota, Wisconsin, New Hampshire, Wyoming, Idaho, Connecticut, New Jersey, Colorado, Indiana, and Pennsylvania). The remaining 25 states had averages which were significantly lower than the Oregon scores.

Distribution of Overall Mathematics Proficiency Organized by Average Proficiency

	Grade 8 Public Schools	Average Proficiency*		Grade 8 Public Schools	Average Proficiency*
Nation	261	(1.4)	Virginia	264	(1.5)
Northeast	269	(3.4)	Ohio	264	(1.0)
Southeast	253	(2.7)	Oklahoma	263	(1.2)
Central	265	(2.6)	New York	261	(1.3)
West	261	(2.6)	Delaware	261	(0.7)
			Maryland	260	(1.4)
States/Territories			Illinois	260	(1.7)
North Dakota	281	(1.2)	Rhode Island	260	(0.5)
Montana	280	(0.8)	Arizona	259	(1.2)
Iowa	278	(1.0)	Georgia	258	(1.3)
Nebraska	276	(0.9)	Texas	258	(1.3)
Minnesota	276	(0.9)	Kentucky	256	(1.1)
Wisconsin	274	(1.3)	California	256	(1.3)
New Hampshire	273	(0.8)	New Mexico	256	(0.8)
Wyoming	272	(0.6)	Arkansas	256	(0.9)
Idaho	272	(0.7)	West Virginia	256	(0.9)
Oregon	271	(1.0)	Florida	255	(1.2)
Connecticut	270	(1.1)	Alabama	252	(1.2)
New Jersey	269	(1.0)	Hawaii	251	(0.6)
Colorado	267	(1.0)	North Carolina	250	(1.0)
Indiana	267	(1.1)	Louisiana	246	(1.2)
Pennsylvania	266	(1.6)	Guam	231	(0.6)
Michigan	264	(1.1)	District of Columbia	231	(0.7)

The standard errors of the estimated proficiencies appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

*Significance determined by an application of the Bonferroni procedure based on 780 comparisons by comparing the difference between the two means with four times the square root of the sum of the squared standard errors.

The Future of the National Assessment of Educational Progress

The NAEP program continues to be implemented on its well established schedule and the Trial State Assessment was reauthorized for one additional cycle while it is being reviewed. In 1992, the TSAP was expanded to include 4th grade reading and mathematics and a repeat of the 8th grade mathematics from 1990. Approximately 40 states and territories again participated, with some new states added and some of the original states withdrawing. Oregon did not participate in the 1992 Trial State Assessment and has not yet reached a decision about participation in the 1994 assessment. (Note: Oregon had petitioned to participate in the 1992 assessment in 4th grade reading and mathematics but not the 8th grade mathematics assessment. This request was denied.)

Graduate Follow-up

Very little consistent data exists on follow-up of Oregon high school graduates. The information that is available is collected through studies and surveys with no follow-up on the need for change to improve the outcome. Significant planning is needed to address this issue.

Present Evidence

The Department of Education collects and reports information on total number of students and numbers of students graduating. This data gives a base on which to begin graduation follow-up study.

Total Number of Students

	Enrolled (October 1)	In Grade 12	Graduated
1989	472,394	30,473	26,903
1990	484,652	29,693	25,564
1991	498,614	30,321	24,702

Data provided by the Oregon System of Higher Education (OSSHE) provides information on how many Oregon high school graduates enroll in an Oregon four or two year institution. This is enrollment data only and does not indicate completion.

Total High School Graduates Enrolled

	In OSSHE	Comm Coll	Independent Colleges
1989	5,143	5,911	1,274
1990	5,228	6,086	1,183

Data collected and published in 1990 by The Oregon College Board Guide to High Schools included information about post secondary graduate plans by graduating students. This data does not reflect a statewide total but does give a view of what plans students had at the time of graduation.

34.00% plan to attend four-year college
23.75% plan to attend two-year college
4.80% plan to attend vocational/technical institution
5.80% plan to join military
26.90% plan to work
4.70% other

Completers of vocational programs earn almost 30% more in annual salary than non-completers.

The Office of Professional Technical Education in partnership with the Employment Division conducted a three year follow-up study of 1986 secondary graduates. The sample for program completers numbered 682 and non-completers,* 118 . The annual salary reported is calculated based on the average number of weeks worked each year. Of more value is the detail information with the breakdown by cluster and number sampled.

*Non-completers are those who started in a vocational program but did not complete it.

	Completers		Non-completers	
	Average Annual Wage	Average Weeks Worked	Average Annual Wage	Average Weeks Worked
1988 Yr. 1	$5,987	32	$4,192	29
1989 Yr. 2	$7,963	34	$5,249	30
1990 Yr. 3	$9,221	35	$6,963	36

The Future

Information needed but not available at this time includes: (1) number of high school graduates attending non-Oregon colleges and universities; (2) number of Oregon graduates starting and completing a post secondary program; (3) follow-up on students not completing the program.

The Carl Perkins reporting requirements of graduates enrolled in professional technical education programs, and the Workforce Quality Council development of a Shared Information System will provide additional information in the future.

GRADUATES AND DROPOUTS

For the class of 1992, 72 percent of the students graduated in four years. This percentage has held steady over the last five years. The percentage of students completing four years of high school was 77. The additional five percent are students who stayed in school all four years but were short of diploma requirements at the end of the fourth year.

That a student does not earn a diploma in four year does not mean the student will never earn one. Many of these students complete their diploma requirements over the summer or return in the fall as 5th-year seniors. Data from the Census Bureau shows that non-graduates continue their efforts to earn diplomas.

The 1990 Census shows that 82 percent of Oregon's population (78.4% nationally) age 25 and above has attained a high school diploma. *The Current Population Report for 1992*, (published by the Census Bureau) shows that in the 25-34 age group, diploma attainment is 86.1 percent. Projecting this proportion to Oregon's Census data, would indicate that nearly 90 percent of Oregon's population attains a high school diploma by age 34.

Dropouts, Gr. 9-12	
1988-89	6.9%
1989-90	6.6%
1990-91	6.5%
1991-92	6.4% (est.)

Oregon has had a formal dropout count since 1988-89, which shows a downward trend in each year. A dropout is basically defined by statute as a student who withdraws from school without receiving a high school diploma or alternative award. Districts provide a variety of information on each student, so dropouts can be described by several characteristics.

- The dropout rate for Hispanic students is more than double the overall statewide rate, and the dropout rate for Black students is 56 percent higher than the overall rate
- Students have a slightly higher likelihood of dropping out of larger high schools
- Most dropouts were significantly deficient in credits, with only 21 percent having enough credits to graduate on schedule
- A high proportion of dropouts (37 percent) were enrolled in the school district one year or less
- Students—almost all of whom were "no-shows" from the previous term—have a higher likelihood of dropping out in early fall
- Reasons for dropping out most often cited by school personnel include non-attendance, lack of motivation, lack of credits, lack of achievement and lack of a stable home situation.

...the findings of the 1990-91 reporting year indicate a statewide annual dropout rate of 6.48 percent, compared to a rate of 6.63 percent in the previous reporting year.

The dropout reporting system has been a catalyst for high schools to begin or augment dropout prevention programs. We expect dropout rates to fall in the future, with a corresponding increase in graduation rates

The National Center for Education Statistics established a uniform nationwide dropout reporting system in 1991-92. Each state will report its 1991-92 dropout data to NCES in March 1993, and NCES will publish the first uniform state-by-state dropout rates in November 1993. Oregon's dropout reporting system was designed with the national system in mind. Its data is comparable to national reporting requirements.

STUDENT ACCESS TO PROGRAMS AND SERVICES

REGULAR AND ADVANCED PROGRAMS

Statewide course enrollment data was gathered for the first time in fall, 1991. As a part of the annual Fall Survey, schools with secondary students provided this information for standard mathematics, computer science and science courses.

Present Evidence

At the middle/jr. high school level, over 95 percent of the students enroll in at least one math class in each of the 7th and 8th grade years. In science, about half of the students enroll in general, life and earth science courses, and slightly over one quarter enroll in physical science. There is no way to determine from available data how much overlap (students taking more than one of the courses) there is among these courses.

In high school nearly 75 percent of the students enroll at the first level of formal mathematics, while about 10 percent of students complete the formal math sequence through calculus (Level 5). About 25 percent of the students enroll in the entry level computer science course, and 7 percent continue to advanced courses in this area. In science, over 90 percent enroll in first year Biology, and about 12 percent continue to the advanced level. Enrollments in first year chemistry, physics, and earth science are 42 percent, 20.5 percent and 16 percent respectively.

National Comparisons

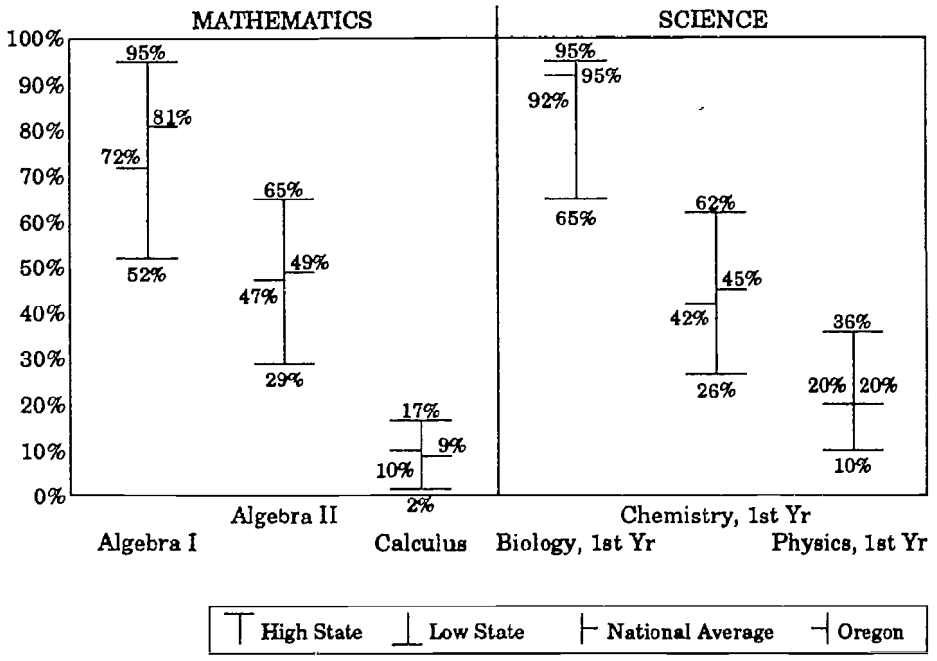
In beginning algebra, Oregon is behind the national enrollment average; for more advanced mathematics and science, Oregon is at the national average.

Data published in 1990 by the Council of Chief State School Officers allows comparisons between Oregon and national patterns of enrollment in certain key high school mathematics and science courses. These are shown in the following table, with Oregon compared to states with the highest and lowest enrollment percentages, and to the overall national average, for beginning, middle and upper level courses. In Algebra I, the beginning level of mathematics in these comparisons, Oregon lags somewhat (9 percentage points) behind the national enrollment average, while for the other two mathematics levels, and all three levels of science courses Oregon enrollment is about the same as the national average.

The Future

The data on secondary mathematics and science enrollments represent an important beginning in Oregon's effort to document student access to regular and advanced programs. However, to complete the picture we need comparable data for several other subject areas (language arts, social sciences, music, arts, health, physical education), and for the lower grade levels. We also need to examine gender and racial/ethnic representation in the various subjects.

Estimated Proportions of High School Students Taking Key Courses in Mathematics and Science



SPECIAL EDUCATION PROGRAMS

Special education programs in Oregon provide individualized education plans (IEPs) to children and young adults with disabilities, birth-21 years of age. Special education and related services are mandated by the Individuals with Disabilities Education Act (IDEA), PL 101-476, formerly the Education for the Handicapped Act, PL 94-142 (1975). The national Office of Special Education prepares annual reports to Congress containing important information on the input, context, and process of special education, along with graduation, drop-out, and special study reports.

The assessment of outcomes in the education of students with disabilities has focused primarily on post school outcomes. According to the National Center on Educational Outcomes (NCEO), however, more specific attempts are needed to assess the educational outcomes of students with disabilities. This section of the Report Card explores aspects of assessing such outcomes.

Special education in Oregon preceded the landmark federal legislation often referred to as PL 94-142. A national right to a free appropriate public education for children with disabilities followed close behind other civil rights legislation. Over the last twenty years schools and school districts have taken increasing responsibility for *all* of the students residing within their boundaries. Today 95 percent of students with disabilities receive their education in public school settings alongside their non-disabled peers. Most of these students attend a school close to their home.

Today, 95% of Oregon students with disabilities receive their education in public school settings alongside their nondisabled peers. Approximately 81% of these students have mild disabilities and are expected to meet the same benchmarks as their nondisabled peers, when provided with special education and related services.

There were 55,367 children with disabilities birth through 21 years of age receiving special education and/or related services in Oregon on December 1, 1991. There were 2,332 preschool children from birth through 4 years of age. The table below displays the total population of special education students reported on the December 1991 child count and shows the breakdown for school-age and preschool children in district and state operated programs. In this table, "state operated" refers to private agency programs, state schools for deaf and blind, hospital programs, and state operated early intervention programs.

Special Education Annual Child Count
December 1, 1991
Breakdown by Age Group and Schooling Type

	School Districts	State Operated Programs
0-4 years	406	1,926
5-21 years	51,930	1,105
Totals	52,336	3,031
Percent	94.5	5.5

There were 51,930 school-age children with disabilities 5 to 21 years of age attending public school districts in Oregon. Approximately 81 percent, or 42,046 of these students have mild disabilities and are expected to meet the same benchmarks as their nondisabled peers, when provided with special education and related services. These students come to school with the ability to meet Oregon's education goals for the 21st Century and with unique learning challenges.

National Comparisons

Approximately 10.5 percent of Oregon's school-age population receive special education services in public schools. The table below compares Oregon with other states whose proportion of special education students 5 to 17 years of age is similar to Oregons.

Proportion of Students in School Districts Receiving Special Education 5 years to 17 years of age

States	General Ed	Special Ed (IDEA/Ch1-SOP)	Percent in Special Ed
Iowa	478,734	52,157	10.89
New Mexico	284,438	30,902	10.86
Indiana	958,350	102,491	10.69
Nebraska	270,389	28,715	10.62
Oklahoma	580,000	60,672	10.46
Oregon	**472,394**	**49,191**	**10.41**
Minnesota	692,100	71,851	10.38
North Carolina	1,078,153	111,572	10.35
South Dakota	127,115	13,019	10.24
New York	2,572,500	260,137	10.11
New Hampshire	167,386	16,795	10.03

Source: *State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities*, University of Minnesota. This report is produced by the National Center on Educational Outcomes in collaboration with St. Cloud State University and the National Association of State Directors of Special Education (NASDE).

In their report on State Special Education Outcomes, the National Center on Educational Outcomes addresses state-level assessment of achievement. There are three major findings of the center in this area:

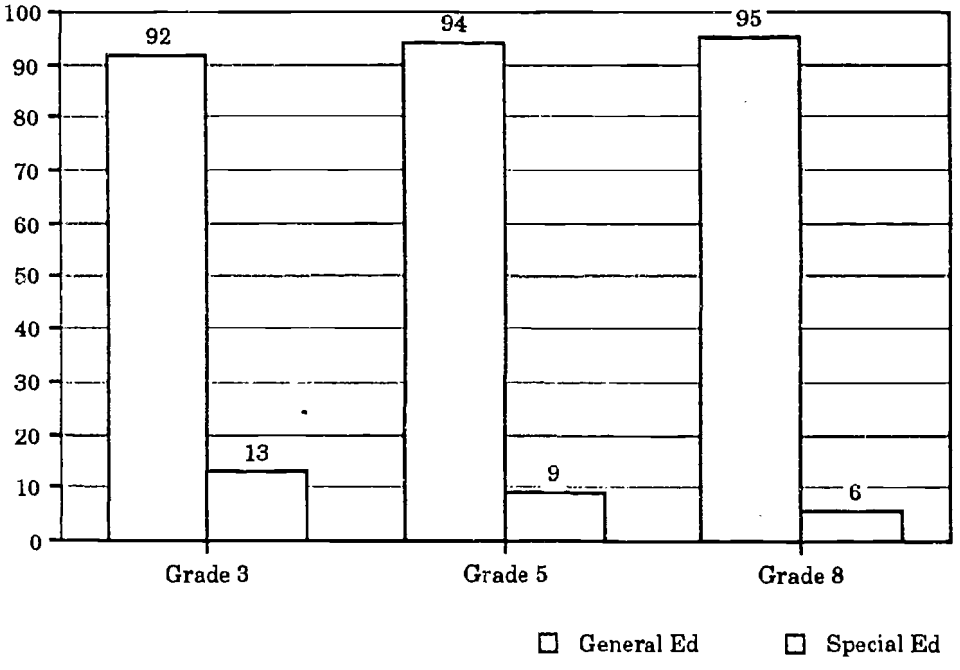
- State-level outcomes information is generated most often from large-scale general education assessments in which students with mild disabilities may participate, but the extent to which they participate is uncertain.
- Most states in which students with disabilities participate in academic achievement assessments do not report the data on these students.
- Despite state-level guidelines on who may be excluded from assessments and how to make testing accommodations for students with disabilities, variations in participation suggest that there is inconsistent implementation of the criteria.

These findings support a recent review of participation in statewide achievement testing for students with disabilities. Participation in the 1992 Oregon Statewide Assessment conducted on April 15, 1992 provided very unclear results regarding participation. The following table displays special education participation rates in the statewide assessment activity in reading. Although most students in Oregon participated in the assessment, it is impossible to know from existing data about the level of participation for students with disabilities.

1992 Oregon Statewide Assessment
Special/General Education Figures
April 15, 1992

Participation	Grade 3	Grade 5	Grade 8
General Education			
General Education Enrollment	41,340	39,838	38,201
Test Participation/Answer Docs	37,533	37,163	34,646
Percent Participation	92	94	95
Special Education			
Projected Spec Educ Participation	5,404	5,609	4,226
Actual Special Education Modified	725	501	271
Percent of Projected Special Educ	13	9	6

1992 Oregon Statewide Assessment
General Education Participation and
Special Education Participation



General Education proportions based on enrollment and participation.
Special Education proportions based on projected participation and modified assessments.
(data as of April 15, 1992)

The Future

A significant number of students with mild disabilities already are included to some extent in state assessments of academic achievement. But the usefulness of the assessment data is diminished by inconsistent inclusion decisions, variable accommodation guidelines, and limited attention to evaluations of the performance of students with disabilities.

Over the next three to five years Oregon needs to develop a clear picture of the performance on outcome indicators of students with disabilities.

Over the next three to five years Oregon needs to develop a clear picture of the performance of students with disabilities on outcome indicators. Initially Oregon must address the participation of students with disabilities in statewide assessment efforts. Once students with disabilities are adequately represented in state assessment activities the Oregon Department of Education can begin to examine their level of performance on outcome indicators.

Based on the December 1, 1991 Special Education Child Count the figures in the table below predict how many special education students at each grade level should be expected to participate in the assessment.

Actual and Expected Participation of Students with Disabilities in Oregon's Statewide Assessment

Grade	Projected Full*	School Based Only**	1992 Actual Modified
Three	5,404	5,366	970
Five	5,609	5,543	707
Eight	4,226	4,129	374

* Projected Full = All students receiving special education for the grade level. Includes State Schools for the Deaf and Blind, Private Agencies, Hillcrest, Maclaren, and Hospital programs.
**School Based Only = Students at the grade level in public school programs only.

OREGON PREKINDERGARTEN PROGRAM

Purpose of the Program

The Oregon Legislature established the Oregon Prekindergarten Program (OPP) to provide a preventive approach to meeting the needs of low-income, three- and four-year-old children. The comprehensive social, health and educational services are designed to better prepare children to meet the demands that will face them in school and in later life. The Oregon Prekindergarten Program requires that no less than 10 percent of enrollment opportunities in each OPP must be available for children with disabilities and that services must be provided to meet their special needs.

A committee consisting of representatives from parent groups, education, child care, social and health services advises the Superintendent, Commissioner of Community Colleges and the State Board on matters related to the program.

Any nonsectarian organization is eligible to apply for grant funds through the program to establish and maintain new or expanded prekindergarten programs.

The OPP is operated through the Oregon Department of Education, Office of Student Services. Two full time early childhood specialists operate the application and grant program, provide technical assistance to local programs and oversee the evaluation of the OPP. The early childhood specialists work closely with early childhood special education staff to coordinate services for students with disabilities.

Twenty-seven organizations have been selected to receive funds, for the second year of the biennium, 1992-93. Nineteen of the grant recipients are Head Start grantees which increased the number of children served in their area or expanded services to new areas. New grant recipients in 1992-93 are Neighborhood House, serving southwest Portland, and Gilliam County Youth Services Commission, which will extend early childhood services into the last three unserved counties, Wheeler, Sherman, and Gilliam. In all, 1,509 children were served in 1991-92 and 2,248 children (and their families) will be served in 1992-93.

Funding for Oregon Prekindergarten Programs 1992-93

Agency	Funding	Enrollment
Albina Ministerial Alliance	$629,280	120
The Children's Learning Center	219,300	51
Clackamas Co. Children's Comm.	500,760	120
Clackamas ESD	322,500	75
Columbia Pacific (Rainier Community Action)	79,344	18
Deschutes-Crook (Central Oregon CC)	484,624	112
Eastern OR State College	55,776	12
Family Head Start	512,886	114
Gilliam-Wheeler	172,000	40
Harney 4-C	378,400	88
Kids & Co	498,636	114
Kids & Kin	678,880	160
Klamath Head Start	274,740	60
Malheur Co. Child Dev. Center	258,100	60
MIC-Woodburn	344,000	80
Mid-Columbia Head Start (Hood River)	81,680	20
Mt. Hood Community College	746,200	164
Neighborhood House	232,200	54
Oregon State University	137,600	32
Portland Public Schools	576,640	136
Salem-Keizer SD	159,100	37
Southern Ore Child. & Family Council	393,184	88
Southwestern Ore Comm. Action (S. Coast)	457,800	105
Umatilla-Morrow Head Start	273,360	68
Umpqua Community Action Agency (UCAN)	81,396	19
Washington County Head Start	542,808	126
Yamhill Community Action Agency	150,804	36
	$ 9,231,998	2,109
Slots to be allocated in October, 1992		139
Total Enrollment		2,248

Policy and Program Issues

Prekindergarten programs such as the OPP have been shown to be especially effective in preventing problems. Research confirms and common sense tells us that preventing problems is more cost effective than remediating them.

Preventing problems is more cost effective than remediating them. Yet OPP and federal Head Start programs serve only about one-third of eligible children.

The federal Office of Management and Budget (OMB) 1992 poverty level guidelines for a family of four allows an upper income limit of $13,950. The 1990 census shows 19.7 percent or 16,261 of Oregon's 82,541 three- and four-year-olds live below the poverty level. OPP and federal Head Start programs combined serve approximately 36 percent of them. The OPP allows programs to serve up to 20 percent of over-income families and Head Start allows up to 10 percent of over-income families.

Major issues are:

1. Lack of resources to serve all eligible children.
2. Lack of adequate resources to maintain quality through training, technical assistance, and program evaluation.
3. Poor staff salaries (the average teacher earned less than $7.25/hour in 1991-92).
4. Limited eligibility criteria (e.g. children of the "working poor," families earning between 100 percent and 150 percent of poverty could benefit but do not have access).

Great strides have been made in the area of coordination through the "Head Start Collaboration Project":

- Head Start/OPP collaboration with child care for child care wraparound models.
- Head Start collaboration with public schools for transitioning of preschool age children and families into public schools.
- Intergovernmental Agreement between Region X Head Start and Department of Education for Oregon Prekindergarten and federal Head Start collaborative systems development.
- Partnership paper between Early Intervention and Head Start with local collaborative agreements being developed.

Estimated Eligible Three- and Four-Year Olds Served and Unserved by Head Start and Oregon Prekindergarten Programs

	Federal Head Start	State OPP	Other	Total Served	3-4 Population	Poverty Rate	Eligible 3-4	Number Unserved	Percent Served	Percent Unserved
State Total	3,800	2,109	45	5,954	82,541	19.7%	16,261	10,307	36%	64%

PRIMARY PROGRAMS KINDERGARTEN—GRADE THREE

Meeting the nation's goal of school readiness for all children and the state's goal of the best educated citizens in the nation by the year 2000 will require comprehensive, early childhood services to young children and their families.

Early childhood education is the cornerstone of school reform. It is the building block upon which all the state's other educational programs will be placed. The Oregon Educational Act for the 21st Century requires the Department of Education to develop model early childhood programs and to study developmentally appropriate nongraded primary programs.

The first National Education Goal is: By the year 2000, all children in America will start school ready to learn. The Oregon Progress Board has identified a lead benchmark that parallels the first National Education Goal. Oregon has shown leadership in school readiness by basing the Oregon Prekindergarten Program on the proven federal Head Start performance standards and by continuing to expand the number of children eligible for Head Start services. Meeting the nation's goal of school readiness for all children and the state's goal of the best educated citizens in the nation by the year 2000 will require the provision of comprehensive, early childhood services to young children and their families. Meeting state educational and school reform goals requires early childhood improvement programs to assist public schools "in providing programs designed to improve educational services for children enrolled in grades kindergarten through three."

Program Description

The purpose of the early childhood program is to optimize the learning opportunities for children by providing programs that implement developmentally appropriate practices -- those practices that match what we know about how children grow and develop, with what we know about how children learn. The learning environment is one that reflects the individual, cultural and linguistic diversity of each student and is inclusive of all students. Improved early childhood programs work consciously to include children with special needs in the regular classroom. Some of Oregon's early childhood K-3 programs group children in mixed-age grouping patterns. Parent involvement and comprehensive social services for children and families are integral to the successful early childhood program.

Budget Information

In 1991-92, ten early childhood programs received grants of approximately $10,000 each to implement developmentally appropriate practices in a nongraded primary model. Each of these schools is at a different level of implementation and will continue its early childhood improvement programs during the 1992-93 school year. The Oregon Department of Education is working closely with these programs and provides technical assistance as the programs request it.

A number of Oregon school sites are implementing early childhood improvement plans suggested by the Oregon Education Act for the 21st Century using monies provided by 2020 grants or district resources.

Policy and Program Issues

Should nongraded early childhood programs be mandated?

What kind of student-adult ratio should be supported/funded in early childhood programs?

What process should schools follow to ensure they meet the cultural, linguistic and special needs of students and families?

What kind of staff training is necessary to implement improved developmentally appropriate primary programs?

What kind of funding is necessary to ensure high quality early childhood education programs?

What steps must be taken to collaborate with other social service agencies to increase parental knowledge and access to appropriate services for children and families?

COMPENSATORY EDUCATION PROGRAMS

Compensatory Programs provide instructional support services to students who are not achieving at levels expected for their age. Separate programs also provide special services to students from migrant families and to students with limited English language proficiency.

Children Served

In 1990-91 two out of three eligible Oregon school children were served.

Oregon's schools reported 61,962 students eligible for compensatory education services, which means that they were achieving below the level expected of children their age. There were 43,651 served, reaching two out of three eligible children. This proportion seems to be relatively constant.

Participation by Sex, Age and Minorities

Traditionally the number of low achieving males far exceeds the females at the younger ages where the compensatory education programs are provided: 24,788 were males and 18,863 females.

Children born in 1983, seven-year-olds during the 1990-91 school year, make up the largest single age group. An almost equal number of six and eight year old children were served.

There were 8,000 minority students receiving services out of a total of 43,651 compensatory education students. This means that one in five of the students receiving services is a minority child, while minorities make up only one in ten in the general school population. Thus, minority children are twice as likely to be receiving compensatory education services as majority children.

There were 16,368 "active and settled" (i.e., in the same resident school district for past 12 months) migrant certified students served in Oregon's schools. Over $7 million of federal funds were provided to generate services for these students.

In all roughly 10 percent of Oregon children received compensatory help with their education. For the seven-year-old population, where service is most heavily concentrated, almost 8,000 of the 40,000 total (or 20%) are in compensatory education programs.

Types of Assistance

Students need help with reading almost three times as much as with mathematics (which was the next highest area of service). A fairly large number of students receive help in both reading and mathematics. Some help is provided in spelling and writing.

Children with disabilities made up about 10 percent (4,265) of the total served in the program. There were also 1,643 children served by the compensatory education program who had limited proficiency in English.

Parental Participation

There has been significant participation by the parents in the parent-teacher conferences. During the fall term 60 percent of the parents came to school to discuss their child's progress with the teacher, during the winter the number dropped to 15 percent, and during the spring it rose to 36 percent. Compensatory Education staff contact 45 percent of the parents by phone at some time during the school year. Almost 10 percent of the parents visited schools and observed the instruction being provided to their child.

Other Settings

More than 400 students enrolled in private schools received compensatory education services.

Almost 300 children who had been placed in group homes by the courts were receiving services, and 90 young people under 22 years old in adult correctional facilities were also receiving compensatory education services.

Staffing

There were 500 teachers and 600 educational assistants whose salaries were paid totally from federal compensatory education funds. Administrative and clerical support was also provided by these funds.

The average student moved from the 18th percentile in reading to the 26th; from the 19th percentile to the 24th percentile in math.

As a result of the services being provided, the performance of the low achieving children significantly improved. The average student entered the program achieving at the 18th percentile in reading and by the end of the year had moved up to the 26th percentile. In mathematics the average child moved from the 19th percentile to the 24th percentile. These data were derived from testing over 11,000 children before and after they received the services.

Oregon Compensatory Education Project

The State of Oregon has a state funded $500,000 annual compensatory education program dedicated to children in the Portland School District. This fund largely serves the growing disadvantaged population of Portland.

English as a Second Language (ESL)

Oregon is seeing a growing number of older students with limited previous schooling. They speak only their native language but are not literate in it; i.e., they often cannot read or write it.

There is a growing dispersion of second language students to communities throughout the state. Coupled with that dispersion has been a 60 percent increase in the number of ESL students served in Oregon schools over the past two years to more than 11,000. During that same period the number of districts with more than 100 second language students has tripled from 9 to 27.

The Future

Compensatory programs currently receive most of their funding from nationally legislated appropriations, which historically have carried with them requirements on the types of programs for which the monies could be spent. As of spring, 1993 much of this legislation is scheduled for review and reauthorization. It appears probable that some of the requirements will have flexibility to integrate compensatory education into the overall educational program.

A five year state plan with measurable desired outcomes emphasizes early childhood instruction, parent involvement, program coordination, staff development, and program improvement.

TALENTED AND GIFTED EDUCATION PROGRAM

School districts in Oregon began identifying and providing special educational programs and services for students who are talented and gifted during the 1991-93 biennium. The 1987 Legislature required that school districts develop and implement these key programs and services beginning in the 1990-92 biennium.

During the winter of 1992, the Oregon Department of Education surveyed Oregon's school districts to determine the progress of the identification process, and to evaluate the costs of the special educational programs and services districts are providing.

Student Information

Two hundred and three school districts reported identification information for their TAG programs. The three identification categories reported, totaling 31,988 students, are shown in the graph below.

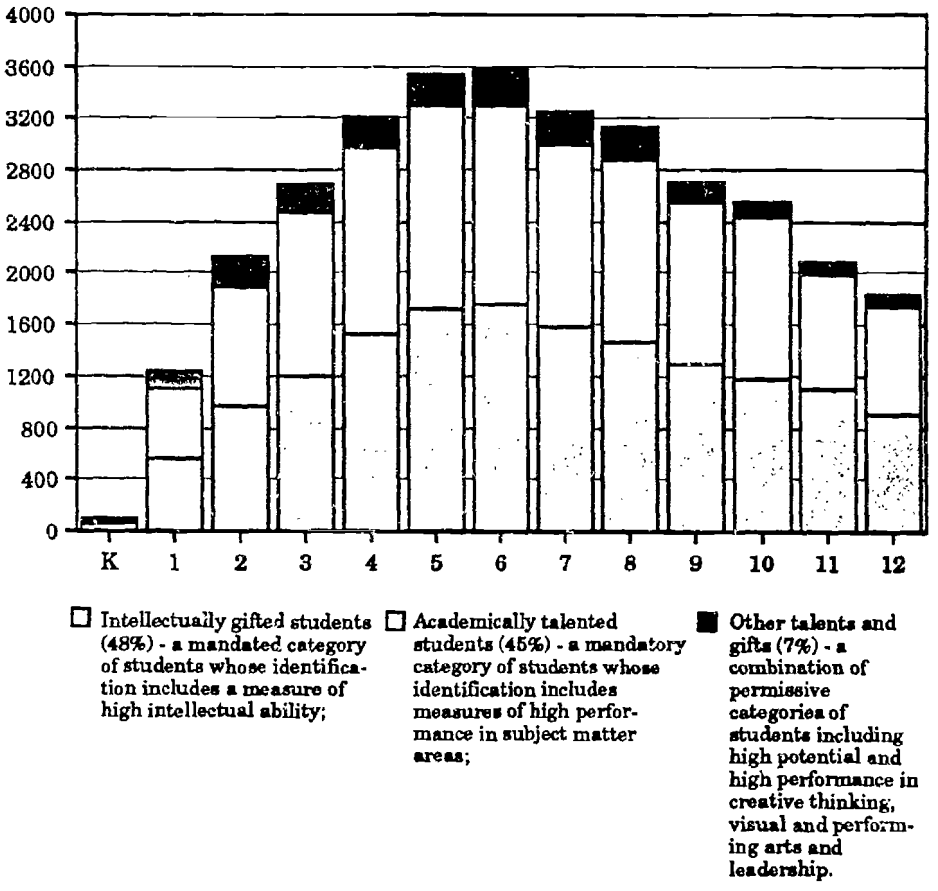
The graph also shows the distribution by grade level. Because of the low number of students identified in kindergarten, this grade is not included on the graph, but the kindergarten counts are included in all of the other data discussed and displayed.

Intellectually gifted students (48%) - a mandated category of students whose identification includes a measure of high intellectual ability;

Academically talented students (45%) - a mandatory category of students whose identification includes measures of high performance in subject matter areas;

Other talents and gifts (7%) - a combination of permissive categories of students including high potential and high performance in creative thinking, visual and performing arts and leadership.

Identified Students by Grade and Category



Identified Students by Grade and Category

	Grades														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Intellectually Gifted	58	559	961	1198	1517	1724	1750	1590	1462	1292	1187	1100	915	15313	48%
Academically Gifted	13	546	942	1273	1460	1579	1549	1411	1426	1258	1254	888	815	14414	45%
Other Categories	20	126	224	207	226	232	267	241	237	164	115	97	103	2261	7%
Totals	91	1213	2127	2678	2305	3535	3566	3242	3125	2714	2556	2085	1833	31988	

The 203 school districts that reported TAG identification information represent two-thirds of all school districts and 84 percent of all students statewide. On average, districts identified 7.84 percent of their students as intellectually gifted or academically talented. Additional students identified in other categories resulted in 8.54 percent of all students identified as talented and gifted. Based on the reported figures, the statewide total TAG population is estimated between 40,000 and 42,500.

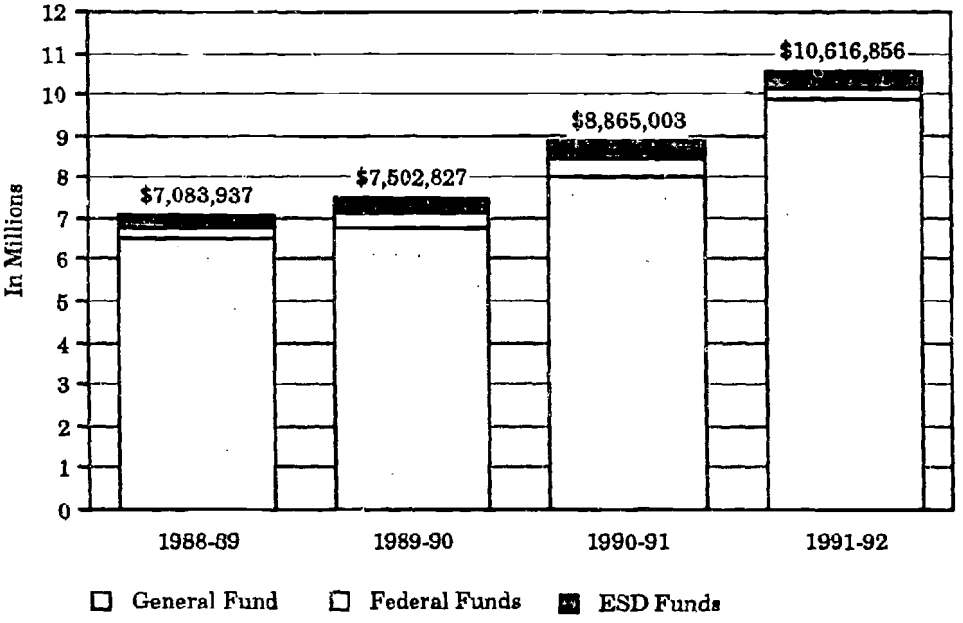
The actual total statewide TAG eligible population probably exceeds these estimates, which are based on ratios of the students reported by districts in 1992 rather than on a theoretical or statistical standard.

Cost Information

Districts report annual budgets that include funds for TAG programs. The following graph shows the actual total budgets reported by school districts for 1988-89, 1989-90 and 1990-91 and the estimated TAG budget for the school year 1991-92.

The table shows the expenditures for TAG programs and services. Since the TAG program was mandated in 1987, district budgets have increased, particularly for the 1990-91 and 1991-92 school years which were the implementation years for identification (90-91) and programs and services (91-92).

Funds Used for TAG Programs During the Last Four Years



Expenditures Reported for TAG Programs

	1988-89	1989-90	1990-91	1991-92
General Fund	$6,516,267	$6,768,154	$8,035,387	$9,918,735
Federal Funds	233,971	362,158	436,585	210,996
Other Funds	21,448	37,125	12,279	62,119
ESD Funds	312,251	335,390	380,752	425,006
Total	7,083,937	7,502,827	8,865,003	10,616,856
% increase over previous year		5.58%	15.37%	16.50%

Although the district average of $390 spent per student remained virtually the same from 1988-89 to 1991-92, the total combined budget increased from $7,083,937 to $10,616,856. This increase reflects the increased number of students being identified and served.

	1988-89	1991-92
Students	18,163	30,482
Districts	102	144
Avg. district expenditure on TAG identification, programs and services, per student	$391	$390

The Future

Beginning with the 1992-1993 school year, the Department will collect TAG identification and budget information from every school district in the state in the annual Fall Report. This will improve the accuracy of the information and will allow the Department to evaluate the implementation of TAG programs by district.

PROFESSIONAL/ TECHNICAL EDUCATION (PTE) PROGRAMS

Oregon's Professional Technical Education (PTE) programs prepare students for entry-level positions in the workplace, and for further education in postsecondary programs. The high school program has been extended with a "2+2" component in which two years of high school are connected to two years of community college professional/technical education. Enrollment trends are monitored separately for two grade level groups: grades 9-12, which represent the total PTE target population, and grades 11-12, where students are more likely to be enrolled in intermediate and advanced coursework. Trends for the latter group are more likely to reflect potential impact on the labor market.

Present Evidence

PTE student enrollment 9-12 gradually increased from 33% to 37% from 1988 to 1991.

In the grade 11-12 group, PTE enrollment averaged 41.7% of the state total. Females enrolled in PTE showed a continuing decline in both numbers and percentage of total enrollment...from 50.5% in 1988 to 47.7% in 1991.

During the four year period, 1988-1991, the percentage of Oregon students, grades 9-12, enrolled in professional/technical education showed a gradual increase from approximately 33 percent to 37 percent of the total enrollment. The overall enrollment of grades 9-12 has remained relatively constant, while PTE enrollment of grades 9-12 has increased.

During the same period, the number of females enrolling in professional technical education has increased, but the male enrollment has increased even more. The percentage of students who were female dropped from 48 percent to slightly under 46 percent.

The percentage of PTE students in the Cooperative Work Experience component of the program (formalized on-the-job work experience directly related to the students' classroom program of instruction) peaked in 1990 at 12.6 percent, and dropped off in 1991 to less than 11 percent.

In the grade 11-12 group PTE enrollment averaged 41.7 percent of the state total over the four years presented and showed a slight increase to 42.2 percent from 1990 to 1991. Female PTE enrollment in this group has shown a continu-

ing decline in both numbers and percentage of total enrollment. The percentage declined from 50.5 percent in 1988 to 47.7 percent in 1991.

Beginning in 1990, enrollment data has been gathered on a subgroup of students who were enrolled in the PTE program for 3 or more equivalent periods per day for 36 weeks. As a percentage of total PTE enrollment, this group has shown a small decline from 8.9 percent in 1990 to 8.7 percent in 1991.

The Future

In 1991, local districts reported over 31,000 students enrolled in 2+2 programs. Not all of the students had formally applied for acceptance to the 2+2 programs. Data indicating how many of these were formally connected with community college programs was gathered for the first time in 1991-92, and will be included in the next report card.

Future report cards will report on PTE students in programs and courses related to the Certificate of Advanced Mastery (CAM), applied academics, and Technical Preparatory Associate Degrees (TPADs).

Professional Technical Education (PTE)
Program Summary: 1988-1991

	1988	1989	1990	1991
Regular PTE Enrollment: Grades 9-12				
Total State Enrollment	142,717	138,506	137,111	139,844
PTE Enrollment	47,517	48,284	48,914	51,528
PTE Percent of Total	33.3%	34.9%	35.7%	36.8%
Female PTE Enrollment	22,803	22,748	22,835	23,623
Female Percent of PTE	48.0%	47.1%	46.7%	45.8%
CoopWork Experience Enrollment	5,941	6,035	6,179	5,578
CWE Percent of PTE	12.5%	12.5%	12.6%	10.8%
Regular PTE Enrollment: Grades 11-12				
Total State Enrollment	70,326	67,135	64,145	64,001
PTE Enrollment	28,739	28,350	26,767	26,980
PTE Percent of Total	40.9%	42.2%	41.7%	42.2%
Female PTE Enrollment	14,499	14,003	13,083	12,876
Female Percent of PTE	50.5%	49.4%	48.9%	47.7%
PTE Enrollment 3 + per/day, 36 weeks	n/a	n/a	5,721	5,545
Percent of Total PTE Enrollment	n/a	n/a	8.9%	8.7%
2 + 2 PTE Enrollment: Grades 9-12				
2+2 PTE Enrollment	n/a	n/a	n/a	31,111
Percent of Total PTE Enrollment	n/a	n/a	n/a	60.4%
Professional/Technical Education Programs				
Approved PTE Programs	963	1046	1085	1100
Sites Providing Programs	n/a	224	228	228

COUNSELING SERVICES

Data trends indicate that the number of pupils per counselor is increasing overall in Oregon's schools, but decreasing in elementary schools.

Of the many indicators of a quality counseling and guidance program, only one, the pupil/counselor ratio, is reported for all Oregon public schools. The ratio compares the number of pupils a counselor is expected to serve with the number of counselors available to provide that service. Prior to school year 1990-91, this information was not available. Other indicators include teaching and counseling experience, certification, employment status, district size, caseload, current assignment, future assignment and training needs.

Beginning with school year 1990-91, the following data regarding pupil/counselor ratios was obtained from Oregon schools by means of the "Fall Report":

School Classification	1990-91	1991-92
K-12 School	446.5 to 1	583.5 to 1
Elementary Schools	650.8 to 1	555.5 to 1
Middle Level Schools	308.4 to 1	323.8 to 1
High Schools	263.3 to 1	282.6 to 1

Data trends indicate that the number of pupils per counselor is increasing overall in Oregon's schools, but decreasing in elementary schools.

Oregon State System of Higher Education Survey —

Data from 812 (66%) of 1,225 counselors and child development specialists surveyed in 1992 by the Oregon State System of Higher Education report the following:

Teaching and Counseling Experience

Two-thirds of the respondents (66%) have six or more years of full time *teaching* experience, and about one-third (34%) have 11 or more years of full time *teaching* experience. Nearly half (47%) of the respondents have 11 or more years of full time *counseling* experience, while only about one-third (31%) have five or fewer years of full time counseling experience.

About half of the counselors (48%) have been in their current counseling position for five or fewer years, while more than one-fourth (27%) have been in their current position for more than ten years. The majority (59%) have worked in just one district as a counselor; only 18 percent have worked in three or more districts.

Certification

Among the respondents, 64 percent hold standard certificates, 16 percent basic certificates, three percent emergency certificates, and 12 percent child development specialist authorization. Seven percent are certified by the National Board for Certified Counseling with almost half (48%) indicating that they want to work on National Board certification.

Employment Status, District Size and Caseload

The majority (82%) of counselors are employed full time as counselors, with 13 percent employed at least half time but less than full time. Only five percent are employed less than half-time.

Most of the respondents are employed in larger school districts, with 58 percent employed in districts with 3,000 to 60,000 students; only 16 percent are from districts with less than 1,000 students. Most of the respondents (89%) come from districts with 25 or fewer full time counselors.

The majority of counselors (84%) serve only one building, but 16 percent are serving multiple buildings. Of those counselors who report they serve more than one building, 80 counselors indicate they are serving two buildings and 43 indicate they are serving three or more.

In terms of the grades served, 34 percent of the counselors report they are serving grades K-3, 41 percent are serving grades 4-6, 29 percent are serving grades 7-8, and 52 percent are serving grades 9-12. Half (52%) of the counselors serve only one of these grade sequences, while 39 percent serve two, four percent serve three, and four percent serve all four grade sequences.

Caseloads are summarized as follows:

# of Students	% of Counselors
1-100	5%
101-200	11%
201-300	26%
301-400	30%
401-500	12%
501-600	8%
601-1,500	8%

Only 30 percent of the respondents think their current caseloads are satisfactory. Most (85%) think that from 50 to 300 students would be the ideal caseload. Most of the counselors (88%) indicate they are satisfied with their current counseling position.

Current Assignment, Future Assignment and Training Needs

Among 37 functions counselors perform, the six most significant responsibilities of counselors' current assignments (in rank order) were: 1) understanding the influence of home and community on student motivation; 2) identifying at-risk youth; 3) providing referral services to students and parents; 4) counseling students on motivation problems; (5) dealing with the psychological problems of students and families; and, 6) counseling on family problems. These same six were also foremost on the counselors' perceived list of future assignments.

Counselors see their greatest needs for training in the areas of student motivation problems, providing work-based opportunities and internships, counseling on family problems, applying Oregon school law, and dealing with the psychological problems of students and families.

Counselors were also asked to identify problem areas they may have in upgrading their skills. Most did not cite any major barriers to training although budgeting for counseling materials and travel time to attend workshops are the most frequently identified problems.

Most counselors (80%) indicate that teachers will be more involved in providing career advising to students than they currently are with implementation of HB 3565.

National Guidelines

The *Position Statement* (1988) of the American School Counselor Association (ASCA) recommends that "school districts implement the goals and objectives of a comprehensive and developmental guidance and counseling program for students at all levels, kindergarten through postsecondary." ASCA also states that "To implement such a program additional factors such as guidance and counseling program scope, role, function and job description of the school counselor, the number of instructional staff as well as support staff available to the educational process must be considered." In conclusion, ASCA maintains that ". . . meeting the developmental needs of students be the primary determinant and that the recommended ratio be between 100/1 (ideal) and 300/1 (maximum)."

In addition, the National Occupational Information Coordinating Committee recommends implementation of National Career Development Guideline program goals and activities for elementary students through adults. With these thoughts in mind, strict adherence to ratios is not as important as assuring delivery of services comprising a comprehensive and developmental guidance and counseling program for students at all levels.

The Future

Just as Oregon schools will change as a result of the present reform effort; so too will the role of guidance and counseling services. A differentiated staffing structure will be required, which is broader than what a counselor can provide. Statewide data will be needed to verify the extent to which local schools are providing a full range of services including:

As Oregon schools are restructured, so too, will be the role of guidance and counseling.

- individual counseling, group counseling and classroom guidance activities
- sufficient use and availability of school and community resources including clerical support, collaboration with teachers, administrators and other professional staff
- interaction with/referral to community, agency and business personnel
- developmentally age appropriate career development activities focused on career awareness, career exploration
- career pathway preparation and career placement
- special emphasis programs including peer helping, parent support, substance abuse prevention, positive school climate and student recognition

- on-going program assessment/evaluation to ensure that program goals are being met.

LIBRARIES AND TECHNOLOGY

Statewide library/technology data has been gathered by the Oregon Department of Education, along with studies coordinated by the Department and with studies conducted by professional organizations. In this report "library information technology" refers to school and district programs which coordinate traditional libraries, student electronic information skills, technology labs, distance learning efforts and similar programs which are technology based. It does not include technology based professional technical programs.

National Comparisons

National averages compared with Oregon's averages are provided by the US Office of Educational Research and Improvement.

	National	Oregon
Students served by school libraries	97.6%	100%
Schools having certified librarians	79%	80%
Librarians with bachelors degrees	32%	28%
Librarians with masters degrees	42%	45%
Librarians with doctorate degrees	7%	6%
Librarians with non-library degrees	15%	20%
Mean number of books per pupil	20	34
Mean number of periodicals per school	34	45
Mean number of audio materials per school	353	332
Mean number of films, filmstrips, videotapes	568	406

Present Evidence

All schools in Oregon are required to have a library facility. These centers contain books, periodicals, newspapers and audio visual materials, and are usually home base for technology devices such as student-used computers, video cameras and multimedia devices. These facilities are required to be open and accessible to students during all school hours.

Oregon had 777 school librarians serving these facilities during the 91-92 school year. Of the 520 school librarians responding to a recent ODE survey, 21 percent of the libraries had automated circulation systems and 20 percent had automated inventory systems.

All elementary school students receive some instruction on using a library and on the systems by which libraries are organized. The quality of instruction varies considerably, with some students getting extensive instruction such as remote electronic searching skills instruction from library/media specialists, and others receiving only rudimentary card catalog instruction in a lesson from a language arts program. Nearly 40 percent of librarians spend at least 50 percent of their time teaching library information technology skills.

The growth of distance learning in Oregon has been stimulated by the participation of the Department in the federal STAR Schools grant program and by recent changes to Oregon law (HB 2096). By this means, students may take a variety of courses including foreign languages, applied or advanced placement math and science, and language arts. These courses are provided by various telecommunications delivery systems such as STEP/STAR, TI-IN, and others. In addition, many credit and non-credit professional development opportunities are available to staff through this technology.

The following table shows the percentage of satellite downlink sites equipped to receive such programming and the percent of those sites that had students enrolled in courses during the 1991-92 school year.

- Percent of school sites equipped to receive distance learning at:

Elementary	Middle	High School	K-12 combination
3%	29%	62%	63%

- Percent of equipped sites with students enrolled in distance learning at:

Elementary	Middle	High School	K-12 combination
26%	4%	20%	32%

The following table presents a profile of technology in Oregon's schools based on currently available information.

1991-1992 Profile of Technology

- Average 1990 Middle/Secondary School has:

41	Microcomputers
15	Printers
1	PC Viewer
1	Modem

- Middle school/secondary school teachers feeling competent using computers

82%	of librarians
50%	of math and science teachers
27%	of social studies teachers

- Types of computers in secondary schools

52%	Apple
18%	MS-DOS
22%	Macintosh
8%	Other

- Locations of computers in schools

56%	In computer labs
35%	In classrooms
9%	In libraries

(continued . . .)

- Computer funding sources

70%	Regular funds
16%	Special school district funds
9%	PTA and other contributions
5%	Other district funds

- Computer Coordination

36%	Regular teacher
20%	Principal or other administrator
19%	Librarian/Media specialist
10%	Full time computer coordinator
15%	No coordinator

The Future

The data on libraries and technology are incomplete. We also need to know the:

- Percentage of schools with media endorsed staff
- Percent of schools with classified media staff
- Percent of districts with technology plans
- Percent of schools with volunteer library staff
- Percent of staff with district sponsored technology training
- Percent of students receiving computer skills instruction for keyboarding, programming, applications, multimedia
- Percent of schools teaching computer programming
- Percent of schools with computer networking
- Percent of schools with electronic mail
- Percent of schools using electronic searching via modems
- Percent of schools teaching electronic searching to students

PUPIL TRANSPORTATION

Nearly half of Oregon's public school students ride an Oregon school bus daily. An impressive safety record has been maintained through a combination of high standards for equipment and personnel, ongoing driver training and inservice, and regularly scheduled vehicle inspection.

Present Evidence

3,922 buses were used to transport 220,554 students to and from schools and related activities in 1990-91. The buses traveled over 38 million miles on route and over 7 million miles on activities.

School districts used 3,922 buses to transport 220,554 students to and from schools and related activities in 1990-91. The buses traveled over 38 million miles on route (home to school) and over 7 million miles on activities.

Approximately 70 percent of the 278 Oregon districts providing "yellow bus" pupil transportation are served by fleets of 10 or fewer buses. Thirteen ESDs provide some level of bus service to local districts on a contract basis.

Over 6,000 persons are currently trained and certified to operate Oregon school buses. Training is provided through a cadre of over 320 ODE-trained instructors. One hundred ninety of those instructors received over 3,800 hours of training in 1991-92, and in turn provided Oregon school bus drivers more than 57,000 hours of classroom training during the same year. The driving

and criminal records of about 10,000 bus drivers, activity vehicle drivers, and driver applicants were reviewed during 1991-92 to assure compliance with requirements before issuing permits, certificates or approvals.

All Oregon school buses and activity vehicles are inspected annually. In 1991-92, 300 buses were reinspected by ODE staff as a part of standards visits or unannounced spot inspections to determine compliance with adopted safety standards.

ODE provided 54 presentations on bus and pedestrian safety to nearly 13,000 Oregon students. In addition, ODE staff trained 15 local employees who returned to train students in their own districts.

ODE gave 48 safety assemblies. The staff also made 100 personal contacts to train and equip 1,670 students as crossing guards. Currently, 176 schools use student patrols and 35 schools operate adult patrols.

The Future

Some areas of the state will experience major changes in pupil transportation requirements as a result of district consolidation under SB 917. A data base will be established and maintained to monitor the impacts of this consolidation.

Oregon School Bus Statistics

Year	Students	Buses	Total Mileage	Accidents per Million Miles*
1970-71	247,863	3,143	28,132,416	11.4
1975-76	256,136	3,696	35,185,862	9.4
1980-81	248,798	3,948	41,966,075	11.7
1985-86	225,941	4,072	44,611,681	7.2
1991-92	220,587	3,934	45,704,333	9.4

*Accident definition (reporting threshold): $50 damage to school bus, any damage to other property or any personal injury.

CHILD NUTRITION SERVICES

Several programs of the U.S. Department of Agriculture's Food and Nutrition Service help to bring food to children in Oregon schools. These programs include the National School Lunch, Breakfast, and Child Care Food Programs, the Special Milk Program and the Summer Food Service Program. However,

Nutrition Education and Training

making the right foods available is only one step toward achieving nutritional well-being. The Nutrition Education and Training Program (NETP) aims to build good food habits by teaching the fundamentals of nutrition to children, parents, educators, and food service personnel.

NETP is administered by the Food and Nutrition Service through grants to the state agencies. Each participating state agency employs a Nutrition Education and Training Coordinator who, along with a state advisory committee, develops plans to meet the identified needs of the state. NETP reaches children by coordinating experiences in the classroom, the school cafeteria, and the community. The program is for all children, teachers and food service personnel in public and private non-profit schools and child care institutions. The program goals are as follows:

1. To encourage good eating habits and teach children the relationship between food and health.
2. To train food service personnel in nutrition and food service management and to encourage the use of the cafeteria as an environment for learning about food and nutrition.
3. To instruct educators in nutrition education and in the use of the cafeteria as a learning laboratory.
4. To develop appropriate educational materials and curricula.

The 1991-92 NETP grant award to the Oregon Department of Education was $103,279, a 30 percent increase over the 1990-91 funding. The Nutrition Advisory Board for this grant identified the following needs in Oregon:

1. Personnel (classroom teachers, food service) training and material dissemination
2. A coordinated Pre-K-12 nutrition education program which includes the classroom teacher, community (including parents) and food service personnel. In keeping with the grant goals and identified state needs, forty-five percent of these grant monies are given directly to the schools/child care institutions through a request for proposal (RFP) competitive process as grant-in-aid projects. Nine school districts and six child care institutions received these funds for personnel training, parent/community education as well as instructional material dissemination and hands-on classroom/ cafeteria activities. Thirty-five percent of the funds are used for statewide nutrition education training/material dissemination for Pre-K-12 teachers and food service personnel. Twenty percent of the funds are for grant management (which includes statewide program planning, implementation, evaluating; advisory board, grant review, awarding of grants and monitoring).

Present Evidence

On the average about 45 percent of the total enrollment in Oregon schools participate in the school lunch program each day. About 6 percent participate in the school breakfast program. Participation in both programs grew substantially from 1990-91 to 1991-92. Comparing the average daily lunch service for October in each of these years shows a 10 percent increase. For breakfast, the increase is even more dramatic at 35 percent, given that the student population grew by less than 5 percent over this period.

Of those participating in school food programs, substantial numbers receive free or reduced price service because their family income falls below levels specified in federal guidelines. For the lunch program nearly half (45%) of the lunches served are for students meeting these criteria. In the case of the breakfast program, over 85 percent of the meals served fall into this category.

The Future

The 1992-93 school year marks the beginning of a state mandate (SB 445) requiring that all schools in which free and reduced price lunches constitute 25 percent or more of the total lunch program implement a breakfast program (if one is not already in operation). For Oregon schools this will mean a 60 percent increase in the number of schools with breakfast programs.

The 1992-93 school year marks the beginning of a state mandate which will mean a 60% increase in the number of schools with breakfast programs.

In the area of education and training the Department expects that funding for the NETP will remain at the current level. There will always be a need for personnel training and material updating as the nutrition field is directly impacted by our technological capabilities. The direction of the future will be to bring the community and the school together into a greater partnership for nutrition education and other nutrition service resources.

EXEMPLARY PROGRAMS

A variety of strategies and programs currently exist for assisting schools as they move toward excellence. Many schools have programs of excellence. The goal remains the attainment of total excellence for all Oregon schools and students.

Oregon schools have a history of excellence. The Oregon Department of Education has recognized excellence by lending its support to federally and privately funded efforts. The National School Recognition program has honored five schools annually since 1986. These awards rotate among elementary, middle and high schools.

The state became actively involved in building excellence following passage of 2020 legislation in 1988. In the first year (1988-89), 70 schools were recognized for their school improvement efforts. During the current year (1992-93), 76 schools have 2020 grants. Grants have ranged from $98,300 for a large suburban high school to $2,000 for a remote rural school. Since its inception, the program has assisted 214 Oregon schools.

In addition to monetary awards, the state recognizes school reform efforts by granting waivers of statutes, administrative rules and other potential barriers to restructuring. Such waivers cover a three to five year period and provide for evaluation of progress. In the 1990-91 school year only one school, Condon High School, requested such a waiver. The following year, five schools were granted waivers. Eleven schools will operate under the waiver provision in 1992-93. Most waivers involve using staff outside of their certification, variations in the instructional time requirements or use of materials not on the state approved instructional materials list.

A third arm of developing excellence is the Beginning Teacher Support Program. This component of HB 2020 supported 200 new teachers and their mentor peers during the 1987 school year. Now in its fourth year, 743 pairs are funded in the amount of $3,000 each, per year.

Support for building exemplary programs is further supported through a Professional Development Center. Early efforts involved contracts with colleges and the Northwest Regional Educational Laboratory. Currently those services are sited at Lane Educational Service District as part of an ESD consortium effort and include an "1-800 number" for accessing information on school restructuring efforts.

Paralleling financial support for overall restructuring, Oregon has identified eighteen pilot sites for exemplary Talented and Gifted program development. These sites also involve a cross section of large and small, urban and rural sites. Perhaps the most interesting involves a schoolwide effort to move to an electronic portfolio assessment where students record their projects on personal computer disks.

Development of exemplary programs also involves the full range of "authentic" assessment. Seven sites are funded for this school year. Development of models for the Certificate of Advanced Mastery strands is underway at six high school sites: Roosevelt, Crater, Willamette, Cottage Grove, David Douglas, and a consortium of smaller high schools in Clatsop County.

Exemplary programs can be found throughout the state, in schools of all sizes and in all demographic circumstances. Clearly Oregon schools care about excellence and will continue to pursue strategies and funding focused on achieving that excellence.

OREGON'S PROGRESS TOWARD NATIONAL GOALS

OREGON'S PROGRESS TOWARD NATIONAL GOALS

The National Education Goals are part of a decade-long effort by the President and the nation's Governors to improve our country's educational performance. The goals were developed by the National Education Goals Panel, a group composed of Governors, members of Congress, and members of the Administration, as part of an intense national debate over the role of national standards and national assessment. They were adopted in 1990.

The six goals direct the nation toward a massive multi-year public commitment to education to ensure that by the year 2000, America's children will not only be the best educated students in the world, but will be prepared to take their place in an increasingly interdependent global economy. The goals, which accord with the goals and priorities established for Oregon education, provide a way of measuring how Oregon is doing nationally. The Secretary of Education issues an annual report card in the fall, showing the progress of the nation and each state. Some of the goals do not yet have indicators to show how well the nation and the individual states are doing.

National Goal One addresses readiness to learn:

By the year 2000, all children will start school ready to learn.

The National Goals Panel is working on a plan to determine how to measure this goal, but at present there is no way to tell the nation's progress toward this goal. There is no comparable state data but the Oregon Department of Education and the Oregon Progress Board are making plans to assess the readiness for school of young children in Oregon.

Recognizing that high quality, developmentally appropriate programs accessible for all children are necessary to learning readiness, the goal also recognizes that the parent as the child's first teacher must also have access to training and support, and that children must arrive at school with healthy minds and bodies.

Oregon does have policies in place that address this national goal. The state made a commitment to early childhood education in the spring of 1991 when the State Board of Education adopted goals, priorities, and policies to provide programs for the total development of the child from birth through eight years of age. Statewide coordination of health services to children with special needs, and grants which give flexibility to counties to address those needs, are in place.

Through 1991 legislative action, Oregon provided educational preschool and other specialized services for children birth to age five with disabilities. Family-centered education projects such as Even Start and Together for Children help parents become full partners in their children's education; and the Oregon Prekindergarten Program meets the needs of low income three and four-year-olds by providing comprehensive education, social, and health services. Some programs providing parenting classes and home visits to assist families in creating positive environments for children are in place. Monitoring, home visits, and a statewide toll-free health hot-line aid in reducing health risks to pregnant women, infants, and young children.

For the future, Oregon will make Head Start available to 50 percent of eligible children by 1995 and to all eligible children by 1998. Programs including

parental home services and other specialized services will be provided to meet the needs of children birth to age five with disabilities, and programs will be created which improve curriculum and educational practices for at-risk children and families, including provision of health care and social services at the school site. Programs to reduce teen pregnancies by increasing availability of birth control services will be expanded, as will teen parenthood education programs. An existing teen parent program is being expanded to provide teen parents not only with parenting instruction but also to include child development and day care centers at high school sites.

National Goal Two addresses school completion:

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Nationally in 1990, 83 percent of nineteen and twenty-year-olds reported completing high school, either by graduating or by earning a GED. Oregon has no comparable state data at present. From the dropout study, in 1990 73 percent of Oregon 16-19-year-olds had graduated from high school.

Recognizing that the nation must reduce its high dropout rate and that the gap in high school graduation rates between minority and non-minority groups must be eliminated, Goal Two aims for high school completion or the equivalent for 75 percent of those who have dropped out of the learning process.

Oregon has addressed this goal. The State Board of Education has adopted policies to increase high school completion rates through a comprehensive retention program. The Oregon Department of Education has established a tracking system which identifies students who have left school and their reasons for leaving, and reports this information to local districts so that districts may make necessary changes to keep students in school. Local communities provide services to at-risk elementary and middle school students, through grants, and peer helper programs support at-risk youth to remain in school. Five skill centers provide students at alternative learning sites with advanced technical training, not only for a diploma but for skilled job training as well. Alternatives for at-risk high school students exist at sixteen community colleges in 2+2 programs which include work-related training. All teen parents who receive public assistance must complete their education to receive that assistance, resulting in a school retention rate of 90 percent for these students. The Student Retention Initiative coordinates state and federal resources, including General Fund revenues, federal drug and alcohol funds, and JTPA funds to support local initiatives to retain students in school.

For the future, Oregon is developing a restructured educational system to provide alternatives for all students. The Oregon Educational Act for the 21st Century sets educational performance standards for all students by establishing a Certificate of Initial Mastery at grade 10 and a Certificate of Advanced Master at grade 12, benchmarked to the highest standards in the world. Schools will be held accountable for students' satisfactory progress, including providing additional services to insure student success. Students will be encouraged to complete two-to-four years of career oriented training. Alternative learning environments, services, and intervention strategies must be provided to all students needing assistance. In addition, educational services for delinquent youth in state training schools will be improved and increased coordination with local school districts will allow these students to re-enter school as soon as possible after parole.

National Goal Three addresses student achievement and citizenship:

By the year 2000 American students will leave grades 4,8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

This goal recognizes that academic performances must improve in every quartile, that students must be better prepared for citizenship both as Americans and in a world economy.

In 1990, Oregon 8th graders ranked among the top ten states in the National Assessment math test. Nationally, 18 percent of public school 8th grade students were considered competent in mathematics; for Oregon the figure is 23 percent.

Nationally, out of every 1000 students enrolled in the 11th or 12th grade, 44 of those taking Advanced Placement examinations in core subjects receive a grade of 3 or higher, allowing them college credit for the course. The comparable figure for Oregon is 35. In 1991 Oregon students taking the SATs, a test widely used for college admission, were first in the nation among the states in which a significant number of students took the test.

Oregon has addressed Goal Three in a number of ways. The State Board of Education and the Superintendent of Public Instruction have set goals, priorities and policies to assure that Oregonians will have the essential skills, knowledge, and character to be successful in a global society. The Board has established comprehensive, specific curriculum goals and an assessment system that measures student attainment of the skills and mastery of the curriculum. Schools are required to offer foreign languages and global studies to advance multicultural competence across the curriculum. Students have been provided with opportunities for involvement in decision making as members of local children and youth services commissions, located in all 36 counties. Minority students have been targeted for aid in beginning and completing baccalaureate programs and as future teachers.

Oregon will continue to restructure its educational system to achieve world class education standards. In addition to establishing the Certificates of Initial and Advanced Mastery, the State Board is revising the Essential Learning Skills and the Common Curriculum Goals to insure that the Certificates are benchmarked to world class standards. Restructuring includes: educational options within occupational career paths at age 16 with work based learning as a focus; staff development in contextual applications; performance-based assessment at grades 3, 5, 8, and 10; school accountability for student progress; an annual Oregon Report Card; integration of health and social services at the schoolsite; an early childhood improvement program; and extension of the school year to 220 days by the year 2010. Restructuring the educational system to prepare students for productive employment will be furthered by other major workforce legislation which was enacted in the 1991 Legislature including establishing the Workforce Quality Council to ensure collaboration of educational and job training agencies.

National Goal Four addresses the disciplines of mathematics and science (see next page).

Goal Four recognizes the need to strengthen math and science education, especially in the early grades, the need to increase the number of teachers with a substantive background in these disciplines, and the need to increase the number of undergraduate and graduate students, especially women and minorities, who complete degrees in math and science.

National Goal Four

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Oregon has addressed this need. The Department of Education has assessed the math skills of Oregon students and will use this baseline to measure progress between now and the year 2000. In addition, Oregon participated in the first national math assessment effort, ranking tenth. This information will be used to measure the progress of Oregon students compared to other states.

Oregon has adopted the National Council of Teachers of Mathematics' curriculum framework as the basis for the Oregon Common Curriculum Goals. Oregon has established a distance learning network to provide science, math, and other technical courses to sixty remote sites through satellite transmission. Outreach programs by museums, higher education, and high tech businesses offer students the opportunity to enhance their math and science education. The State System of Higher Education maintains a number of fifth year teacher education programs designed to allow science students to move quickly to the classroom as science teachers. Special programs for women, minorities, and general education curriculum students exist to develop interest and attract students to math and science.

Oregon will continue to make math and science education more relevant to skills needed in the workplace. Under the leadership of the Department of Education and the State System of Higher Education, Oregon is designing a cooperative proposal that will dramatically change the way math, science, and technology education are delivered.

National Goal Five addresses adult literacy and lifelong learning:

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

This goal recognizes that the connection between education and work must be strengthened by business; that workers must be trained to adapt to change; that programs to serve part-time and mid-career students must increase in number and quality; that the number of qualified students, especially minorities, who enter college and complete at least two years or their degree programs must increase substantially; and that the proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems must increase substantially.

Oregon was the first state to complete a statewide comprehensive adult literacy test and will use these tests in coordination with community colleges to match people to the right training programs. Oregon's community colleges offer the GED as an alternative to the high school diploma. The Board has established goals and policies to provide effective adult literacy programs through community colleges, and has increased the requirements for obtaining a GED. Adults have the opportunity to acquire advanced knowledge and skills through several programs: Ed-Net which provides education and training programs through a two-way interactive satellite television network, the Lintner Center for Advanced Education which provides specialized training, the Oregon Center for Advanced Technology Education (operated by the community colleges), and through targeted technical training for employers in critical Oregon industries.

Oregon will continue to support adult literacy and lifelong learning. The Workforce Quality Council, consisting of business and labor leaders, the Governor, and state officials, is taking a key role in reshaping the state's employment and training programs by coordinating the investment of state and federal dollars to create a world class workforce. Dislocated workers,

especially in the timber industry, will be provided with extended unemployment benefits and retrained to develop new skills. Self-sufficiency grants will be given to adults who otherwise could not support their families while going to college.

National Goal Six addresses the need for safe, disciplined, and drug-free schools:

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

To reach this goal, every school must implement a drug-free school policy, parents and the wider community must work together to ensure that schools are safe havens for all children, and every district must develop a comprehensive K-12 drug and alcohol prevention education program integral to health education.

Oregon has conducted alcohol and drug surveys of all eighth and eleventh graders to determine attitudes and use. Comparable national data is not available, but in Oregon in 1990, 77.2 percent of 8th grade students and 55.9 percent of 11th grade students were free of involvement with alcohol in the previous month. Again in 1990, 79.6 percent of 8th grade students and 68.2% of 11th grade students were free of involvement with illicit drugs in the previous month. In 1992, 67.3 percent of the eighth graders and 52 percent of the 11th graders reported that they were free of involvement in the previous month.

In addition to drug abuse education programs currently in the classrooms, the State Board of Education has required that alcohol and drug abuse prevention education be included as part of all school curriculum, policies, public information, and staff development. Parent education programs, drug-free graduation parties, and peer helper programs are in place to further the prevention of drug and alcohol use and abuse.

Oregon will continue to address the need to prevent drug and alcohol use by minors. The 1991 Legislature passed a law prohibiting the possession of tobacco products by minors. Programs are addressing alcohol and drug abuse prevention, intervention, and treatment needs of special populations including pregnant, addicted, ethnic minorities, and the elderly, and greater emphasis has been placed upon alcohol and drug abuse prevention education in the work place.

FOR MORE INFORMATION . . .

The intent of this first Oregon Report Card has been to convey to interested citizens an overview of status and progress for a broad range of salient topics which collectively comprise public education in Oregon. To keep the document readable and of manageable size, it was necessary to limit the amount of detail presented in any one area. The reader who wishes to pursue additional information on one or more topics may contact Oregon Department of Education personnel, who are listed here according to the sections of the Report Card. Please feel free to write or telephone any of these staff regarding your information needs in the designated areas.

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Joyce Reinke 378-8004	Oregon's School Reform Plan
Walter Koscher 378-5965	School Finance
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